

COLUMBIA UNIVERSITY - SCHOOL OF NURSING

ANNUAL REPORT  
1982 - 1983

JOANN S. JAMANN, M.S.N., ED.D.

DEAN

Spec-6011  
M-6011  
Serial  
A  
1982-1983

### Distribution List

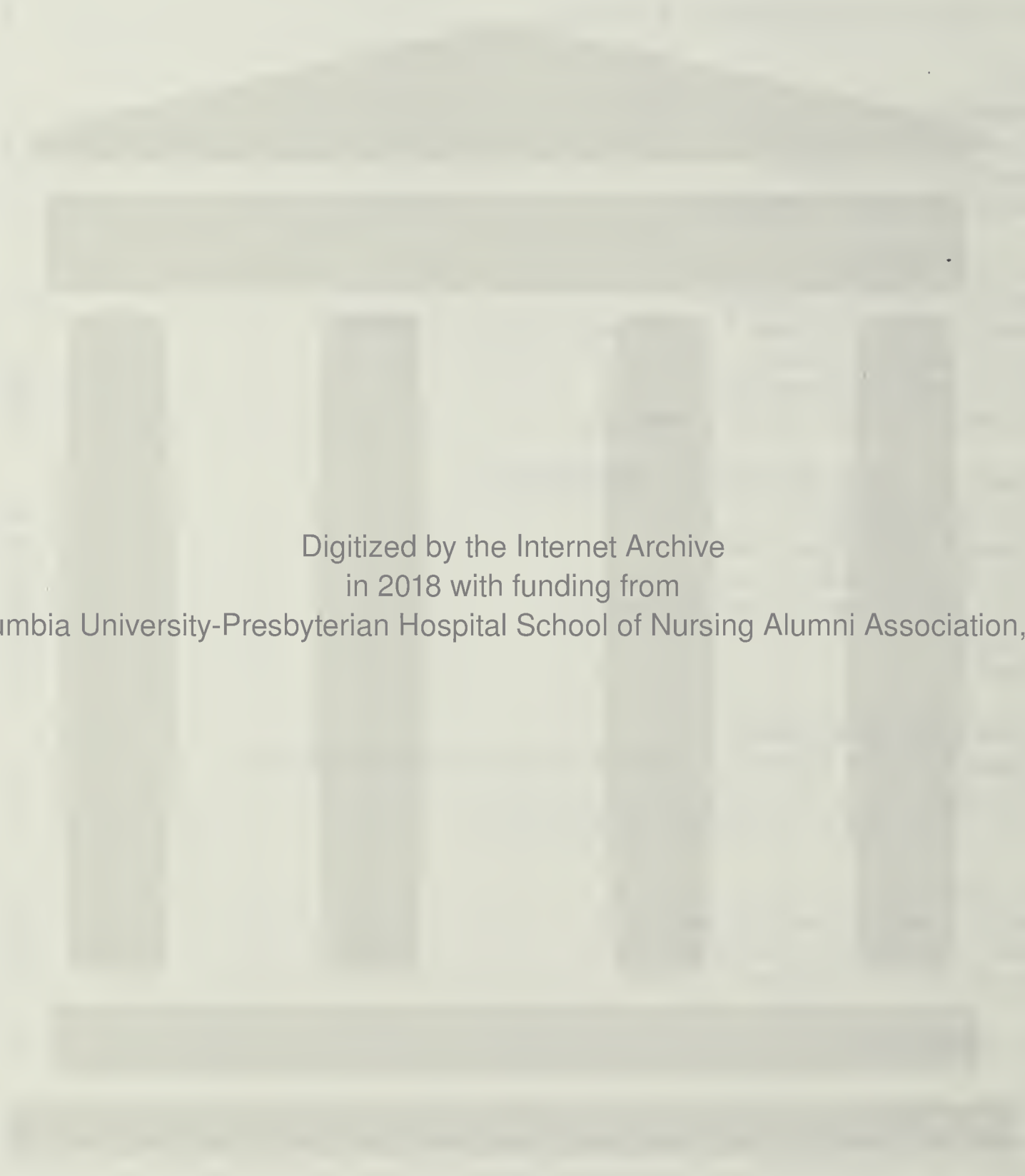
Michael I. Sovern, President  
Robert Goldberger, Provost  
Kathleen Mullinex, Deputy Provost  
Michael Mooney, Associate Provost  
Ruth Levinson, Associate Provost  
Donald Tapley, Dean, Faculty of  
Medicine  
Thomas Morris, Vice Dean, Faculty  
of Medicine  
Robert Weiss, Dean, School of  
Public Health  
Allen Formicola, Dean, School of  
Dental and Surgery  
Susan Alexion, Assistant Dean,  
School of Nursing -  
Rachael Mannetti, Assistant Dean,  
School of Nursing  
Anne Earle, Chairperson, Division  
of Psychiatric Mental Health  
Nursing  
Charmaine Fitzig, Chairperson,  
Division of Community Health  
Nursing  
Janet Griffith, Chairperson,  
Maternal-Child Health Nursing  
Loretta Verdisco, Chairperson,  
Medical Surgical Nursing  
Mary Germain , Acting Director of  
the Undergraduate Program

Mary Munding, Director of the  
Graduate Program  
Joanne Merry, Acting Director of  
the Continuing Education Program  
Elizabeth Mahoney, Chairperson,  
Executive Committee-Officers of  
Instruction  
Dolores Jackson, Appointments &  
Promotions Committee  
Muriel Kneeshaw, Curriculum  
Committee  
Kathleen Buckley, Multimedia  
Committee  
Eileen Quinlan, Nominating  
Committee  
Bettie Jackson, Clinical Nursing  
Research Committee  
Barbara Roper, Director of  
Admissions and Student Financial  
Aid  
Rosemary Ash, Director of Student &  
Alumni Affairs  
Robert Levy, Vice President for  
Health Sciences  
Members of Columbia University  
Nursing Consortium  
Chairpersons of the Departments of  
the College of Physicians and  
Surgeons  
CPMC Fund Inc. (4 copies)



## TABLE OF CONTENTS

	<u>Page</u>
Highlights of 1982-83 . . . . .	1
1982-83 Goals of the School of Nursing . . . . .	3
 PROGRAMS:	
Undergraduate . . . . .	5
Graduate . . . . .	8
Continuing Education . . . . .	11
Clinical Nursing Research . . . . .	12
 CLINICAL DIVISIONS:	
Community Health Nursing . . . . .	17
Gerontological Nursing (to be established 1983-84)	
Maternal-Child Nursing . . . . .	22
Medical-Surgical Nursing . . . . .	32
Psychiatric-Mental Health Nursing . . . . .	53
 COMMITTEES OF THE OFFICERS OF INSTRUCTION:	
Executive Committee . . . . .	56
Admissions and Promotion . . . . .	59
Faculty Curriculum . . . . .	61
Faculty Appointments and Promotion . . . . .	65
Multimedia . . . . .	67
Nominating . . . . .	68
 ADMINISTRATIVE COMMITTEES:	
Clinical Nursing Research (See Research Program Report)	
Development . . . . .	69
Ad Hoc: Task Force on Doctoral Education . . . . .	71
 STUDENT SERVICES: . . . . .	
Admissions and Financial Aid . . . . .	72
Student and Alumni Affairs . . . . .	73
Administrative Service . . . . .	75
Administrative Service . . . . .	78
 NURSING CONSORTIUM: . . . . .	
STATISTICAL DATA -	
Appendix A: Faculty . . . . .	81
Appendix B: Students . . . . .	84
 SUPPLEMENTAL REPORTS	
Appendix 1: Report of the Medical-Surgical Division	
Task Force on Joint Appointment . . . . .	86
Appendix 2: Final Report of the Medical-Surgical	
Long Range Planning Task Force . . . . .	91
Appendix 3: Nursing Consortium - Dual Appointment . . . . .	97



Digitized by the Internet Archive  
in 2018 with funding from  
Columbia University-Presbyterian Hospital School of Nursing Alumni Association, Inc.



## Highlights of 1982-83

JoAnn S. Jamann, M.S.N., Ed.D.  
Dean

Review of the goals of the School of Nursing to be attained during the 1982-83 academic year reveals continued progress. An outstanding achievement was the granting of full and unqualified accreditation of both the undergraduate and graduate programs by the National League for Nursing. The next accreditation review and site visit will be in 1987. The accomplishments of each program and clinical division are highlighted in their specific section. The Officers of Instruction Committees and the Administrative Committees worked diligently to meet their charges and have contributed immeasurably to the progress of the School of Nursing in its quest for excellence.

The ad hoc administrative Selection Committees continued their work from last year, and an additional Selection Committee for the Chairperson of the Division of Maternal Child Nursing was appointed. Three committees made recommendations of candidates and the other requested suspension of their work for 1983-84. Dr. Janet W. Griffith was recommended for and will assume the position of Chairperson of the Division of Maternal-Child Nursing. Candidates have been recommended and negotiations are being conducted for the position of the Chairperson of the Division of Gerontological Nursing and the Director of the Clinical Nursing Research Program. Dr. Bettie Jackson assumed the responsibilities of the latter as Acting Director in October 1982. She has given outstanding leadership to the program as evidenced in the Clinical Nursing Research Program report. Vigorous recruitment efforts are being directed toward increasing the number of senior faculty and increasing the proportion of faculty with doctoral preparation.

Through the concerted efforts of the faculty and staff, the critical problem of marketing the undergraduate program was addressed. In January, the first 30 students were admitted for the four consecutive semesters of study and greater flexibility in offering the current curriculum was established. The enrollment project of 120 students per class per year should be met with the responsive and rapid increase in applicants that has been experienced. Equally important in the long range stability of the first professional degree program has been the initial development of cooperative or combined programs with selected colleges and universities.

The School of Nursing Officers of Instruction approved the proposed Doctor of Nursing Science Program (D.N.Sc.). The Task Force on the D.N.Sc. program continues to refine the proposal and prepare presentations for the various approval bodies within the University. The target date for admitting students is Fall 1985; however, the number of inquiries from potential applicants continued to increase.

Continuing education offerings have continued to expand in breadth as well as in quantity. A contract with Palm Beach - Martin County Medical Center in Jupiter, Florida to provide continuing education for their nursing staff was negotiated and extended for another year. Specific courses to update nurses in specific clinical content and skills was initiated and continues to be developed with the support of the Rudin Foundation.

The Rudin Foundation continued support for clinical nursing research. In addition to the increasing number of faculty involved in research, the focus on clinical nursing research has encouraged collaborative research efforts. These collaborative research projects include interagency projects, interdisciplinary projects, and community projects.

The students in the School of Nursing made great strides in redirecting the student governance to reflect a professional school orientation. Both undergraduate and graduate students will participate in one organization. a student newsletter was established and a student handbook developed for 1983-84. Cocurricular activities expanded to include community action, political action, volunteerism, and professional organization participation.

A five-year financial plan was prepared and presented to the Faculty of Medicine which outlines how to maintain the viability of the School of Nursing for the next five years. Assumptions included continued full enrollment of an additional 120 undergraduate and 120 graduate students full time each year; student-faculty ratio not dropping below ten to one, and the continued success in bringing in no less than \$500,000 from grants and gifts. Most importantly the fiscal viability plan is based on the assumption that the School of Nursing realize no less than a 70 percent return on its tuition revenues to the University.

Faculty changes continued to move toward a complementary clinically-oriented faculty. New appointments for 1982-83 included:

Catherine F. Andreoli, Instructor in Clinical Nursing  
 Lenore M. Appenzeller, Assistant Professor of Clinical Nursing  
 Nancy D. Bird, Instructor in Clinical Nursing  
 Susan Bowar-Ferres, Instructor in Clinical Nursing  
 Dorian L. Cymbala, Instructor in Clinical Nursing  
 Florence M. Donohue, Instructor in Clinical Nursing  
 Roxann Garcia, Instructor in Nursing  
 Lisa B. Gussack, Instructor in Clinical Nursing  
 Bettie S. Jackson, Research Associate  
 Doreen A. Kolditz, Assistant Professor of Clinical Nursing  
 Joanne M. Leppard, Associate in Nursing  
 Geraldine LoBiondo-Wood, Associate in Nursing  
 Nonceba L. Lubanga, Associate in Clinical Nursing  
 Patricia A. McGarty, Instructor in Clinical Nursing  
 Irene C. McEachen, Associate in Clinical Nursing  
 Mary O. Munding, Assistant Professor of Nursing  
 Carol M. Pafundi, Instructor in Clinical Nursing  
 Yasmin Rahmani, Instructor in Nursing  
 Cathy K. Recht, Associate in Clinical Nursing  
 Audrey F. Resnick-Fendell, Associate in Nursing  
 Jane D. Rosamilia, Associate in Clinical Nursing  
 Diane Wattenmaker, Instructor in Clinical Nursing

Regretfully Dr. Constance Cleary and Dr. Jean Bossart, who were on disability leave this year, will not be returning to the faculty. We wish them much success as they restructure their personal and professional endeavors and thank them for their past contributions to the School of Nursing.



The Columbia University Nursing Consortium continued its activities moving the participating institutions toward an intergrated, collaborative professional practice model. A statement on dual appointments was developed, approved, and distributed to facilitate the integration of personnel.

Brief on accomplishment of 1982-83 goals

1. One-third of the faculty hold clinical appointments. These clinical appointments are either nurses who are employed by a service agency who obtain faculty appointment or faculty who have obtained service appointments.
2. Collaborative activities have been implemented with Presbyterian Hospital, St. Lukes-Roosevelt Hospital Center, and the New York Psychiatric Institute.
3. The Faculty Development series for 1982-83 focused on Evaluation.
4. Research interest/emphasis groups did not form within the School; however, five to eight faculty members participated in the newly established New York city Nurse Researchers Interest Group.
5. Continuing education courses were established for several different nurse populations and approximately ten courses were offered.
6. Progress was made on developing new graduate specialties and graduate study to the doctoral level.
7. During 1982-83 approximately 100 new students enrolled in under-graduate study.
8. Faculty recruitment yielded two new senior faculty members and two faculty members were promoted to Associate Professors, namely, Dr. Elizabeth Mahoney and Dr. Mary Mundinger.
9. Little activity occurred to develop the Gerontological Nursing Division; however, Dr. Lois Grou, Assistant Professor, was awarded an N.I.M.H. post-doctoral fellowship to develop her research and leadership skills in geropsychiatric nursing.
10. No Capital Campaign fund raising strategies were initiated.
11. Additional personnel and equipment were secured to further develop the internal support and information system.
12. Several individuals have agreed to participate in activities to preserve the heritage and history of the School but a task force was not appointed.

The major problems that remain are providing space conducive to the education and research programs and attaining fiscal stability.

Goals for 1983-84

1. Increase the number of associates and full professors to one-third of the faculty complement.
2. Expand collaborative activities with clinical affiliates.
3. Identify specific university space for the School of Nursing.
4. Increase new enrollments in graduate program to 120 per year.
5. Obtain university approval for the D.N.Sc. program and degree.
6. Secure an endowed professor in the School of Nursing.
7. Initiate plans for Learning Laboratories--psychomatic skills, communication, and research.
8. Develop the Division of Gerontological Nursing.
9. Initiate planning for nursing practice plans; e.g., private, nurse-managed centers, media production, educational and consulting contracts.



UNDERGRADUATE PROGRAM  
JoAnn S. Jamann, M.S.N., Ed.D.  
Acting Director

The goals for 1982-83 were the same as the previous year with the expressed aim to communicate through newly established organization and to have individuals assume greater responsibility. Dr. Constance Cleary, Director of the Undergraduate Program, became seriously ill during the Summer of 1982 and Dr. JoAnn Jamann assumed the responsibilities of the Director. Ms. Loretta Verdisco and Dr. Mary Mundinger carried out many of the personnel development and coordinating functions of the Director.

Progress toward 1982-83 goals

1. Greater flexibility of course offerings was achieved. Each course is offered at least twice a year. Courses with several sections or elective courses schedule at least one section in the late afternoon or early evening to accommodate part-time or employed students. The trimester concept was initiated in January 1983, with full-time students expected to study four consecutive semesters, thereby completing the requirements of the nursing major in 16 months.
2. Six elective courses were once again offered in the Spring term. Some did not receive the minimum enrollment and were offered to interested students as independent study. Courses that had sound enrollment were: 1) Ethics and Clinical Practice; 2) Perspectives on Living with Dying; and 3) Pharmacology, which was offered for the first time.
3. The course, Introduction to Nursing Research, with Margaret Grey as course director, was offered each term and received excellent student evaluations. The faculty recommended that this course be taken by students during their first term of study rather than the third or fourth term.
4. During the Summer term 1983 the full roster of courses for the second term of the undergraduate curriculum were offered. In addition, several other cognate courses were presented, e.g., Research, Physical Assessment, Professional Issues.
5. Considerable progress was made toward greater flexibility of clinical assignments. The low enrollment (70 entering in Fall and 30 entering in Spring) facilitated the transition on the Medical-Surgical Nursing Division to having clinical faculty teach undergraduate and graduate students simultaneously in their respective patient units. The Maternal-Child Nursing Division assumed responsibility for two-thirds of the Summer Term students. Community Health Nursing Division and the Psychiatric-Mental Health Nursing Divisions collaborated in offering either parallel placements or integrated placements to enhance and sustain the student's contact with the clients. A few evening experiences were afforded some students. The faculty recommended systematic clinical assignment of students as follows:

gerontology, maternal-child, medical-surgical, community health, and psychiatric-mental health.

6. New course and faculty evaluation forms were introduced during the Fall term and were well received by students and faculty. The course evaluations are to be submitted to the course director for review and summarization of the program evaluation form. The evaluation of faculty forms are to be shared with the respective faculty member, summarized by the course director, and an evaluative statement forwarded to the appropriate division chairperson every Spring for consideration in faculty performance decisions.
7. Course directors fully implemented the responsibilities outlined in the position descriptions in a professional manner.
8. Formal course and program evaluation was completed by the Course Directors, Acting Director of the Undergraduate Program, and the Curriculum Committee. The biennial evaluation report was prepared by the Acting Director and submitted to the Curriculum Committee. Recommendations resulting from this evaluation were directed to either the course directors or the administration for consideration and, if possible, implementation.

#### Activities of 1982-83

The Course Directors met with the Acting Director several times during the year to facilitate communication and coordination of activities. In May, a workshop was held to review all course offerings for content, its coordination between courses, and the various teaching methods and learning activities. This very productive meeting resulted in several recommendations for redistribution of the current content and specific sequencing of clinical learning assignment to facilitate students attaining curriculum objectives. These recommendations were forwarded to appropriate Officers of Instruction Committees for further action. Two workshops and three planning and evaluation meetings for the course directors were planned for 1983-84.

Under the direction of Cherrill Colson the teaching-learning resources in the Learning Laboratory were reviewed and evaluated. New videotapes for fundamental care skills were ordered for the Media Center of the HSC Library. Inventory schedules were established and procedures developed for maintenance. The Isabelle Nursing Home was not needed for student placements this year, but it is anticipated that students will be assigned there for Fall 1983 and Spring 1984.

Phyllis Lisanti assumed the responsibility of course directing Clinical Experience I, II, and III. She was able to coordinate both faculty and student assignments with much more effectiveness. Clinical agencies expressed their appreciation for the better coordination with their needs and resources. Evaluations of faculty and clinical experiences were more fully implemented.

The initial January entering class consisted of 30 students. They performed well in their first two terms of study and the faculty found them to be extraordinary in their maturity as learners and their supportiveness as a class.



Goals for 1983-84

1. Modify course offerings to better implement the philosophy within the current conceptual framework to facilitate student attainment of curriculum objectives.
2. Establish steady course enrollment to maintain constant clinical involvement of faculty and students.
3. Expand elective course offerings to embrace socialization into professional and development of selected area clinical knowledge.

GRADUATE PROGRAM  
Mary O. Mundinger, M.S., D.P.H.

Goals for the Graduate Program were established broadly in these areas:

- I. Identify sources and submit for funding for development or refinement of clinical majors.
- II. Implement cost-effective strategies in classroom and clinical courses.
- III. Continue developing evaluation criteria and process for the graduate program.
- IV. Develop new curricula as identified by student choice and nursing needs of clients.

During the year a number of specific steps were taken to move toward those goals.

I. Funding Sources:

1. MCH grant revisions were developed and submitted July 1982. Funding was awarded.
2. Reasons for the Primary Care grant were developed and submitted November 1982; grant approved but not funded.
3. Acute Care Adult Integrated Preceptorship was submitted for funding from the Post-Secondary Higher Education Program February 1983.
4. Three grants were submitted by Pschiatric Nursing faculty April 1983:
  - A. Graduate program in Psychiatric Primary Care was approved but not funded.
  - B. Undergraduate elective in Psych Nursing was approved and partially funded.
  - C. Multidisciplinary Child Psych grant was not approved.
5. Grant submitted for Advanced Nurse Training funds for the ANP and PNP majors July 1983.
6. Grant submitted to the Robert Johnson Foundation for a health services/student education project in a Senior Citizens Center July 1983.

## II. Cost-effective strategies

1. Development of innovative clinical experiences, combining service/education continue. The most promising model, the integrated preceptorship, initiated by Dean Jamann and developed by Dr. Mahoney, was further refined.
2. Continued development of specific clinical objectives so that faculty can work with graduate and undergraduate students in the same setting. This model was initiated by Prof. Verdisco.
3. Combined classes, whenever appropriate, are planned between courses to avoid duplication. Already implemented by Prof. Quinlan for ANP/GNP. Prof.'s D. Jackson, Powderly, and Decker also developed this model in the MCH majors.

## III. Evaluation

1. The alumni and employers evaluation system, developed in 1981-82 has been refined and continues to be used.
2. Course evaluations are obtained for each course each semester. They are analyzed and recommendations made to course directors and/or the Curriculum Committee.

## IV. New Curricula

1. The functional minor sequence was further refined, with specific course progression and development implemented.
2. Advanced standing criteria and assessment modules developed for each of the clinical majors for which there are certificate holders who desire a master's degree in their specialty.
3. A major in Psychiatric Primary Care Nursing has been developed.
4. A major in Oncology Nursing is being developed with Memorial Sloan Kettering Cancer Center.
5. The faculty approved the DNS degree and proposed curriculum for implementation.

In addition to these steps in goal achievement, a major effort was made in faculty development. This seemed necessary in order to meet the explicit objectives earlier discussed. Progress was made in the following areas.

1. Division Chairpersons drafted a method of determining full-time faculty workloads. Still incomplete, this will be further developed in 1983-84.
2. Division Chairpersons have begun to analyze their job descriptions, and to identify relationships among themselves and other faculty which will clarify their roles. This also will continue in 1983-84.

3. Directors of Clinical Majors have identified areas for discussion in 1983-84, including:
  - a) marketing the majors
  - b) recruitment strategies
  - c) changes needed to increase enrollemnt or lower costs.
4. Both Directors and Division Chairpersons helped to develop a cyclical course progression which can be used to predict and plan courses a year ahead.
5. A system was developed to update clinical site information on an on-going basis.
6. Division Chairperson for MCH was recruited, and the Divisional Revue completed.

#### Goals for 1983-84

1. Gain approval from all necessary bodies for the DNS degree program.
2. Admit students to Psychiatric Primary Care Major by Fall 1984.
3. Develop Oncology major for Fall 1984 admission of students.
4. Implement advanced standing program for appropriate majors.
5. Implement new courses in the functional minor.
6. Seek funding for clinical majors.
7. Explore cost-effective clinical models.
8. Consider more sharing of clinical-core in similar majors.



Continuing Education Program  
Joanne M. Merry, Acting Director

This was the second year of the Continuing Education Program. During the first year the School of Nursing received approval from the American Nurses' Association to be a "provider of Continuing Education."

The following courses were offered through the year:

- "Ambulatory Orthopedics for Nurses"
- "Perinatal Infections Symposium"
- "Care of the High Risk Neonate"
- "The Future of Long Term Care"
- "Reentry Program for Registered Nurses"
- "The Intraaortic Balloon Pump"
- "Symposium on High Risk Pregnancy"
- "Assessing the Mental Health Needs of the Elderly"

The number of participants varied by program and the evaluations overall were very favorable.

Other Activities

Thanatology Foundation. The School of Nursing is a cosponsor for all of the Foundation's programs. Faculty did receive current information and were requested to contact Dr. Kutscher if they were interested in presenting. Various faculty have participated.

Charles B. Slack Co. Due to financial losses, these programs were suspended by the company. When and if they are presented again, the School of Nursing can be the first cosponsor.

Palm Beach - Martin County Medical Center. Five faculty members presented this year.

Dean Jamann -	"Nursing in the '80's"
Susan Disbrow -	"Helping Families Deal with Terminally Ill Family Members"
Phyllis Lisanti -	"Decubiti Care"
Elizabeth Carter -	"Mental Health Needs of Acutely Ill Patients"
Elizabeth Mahoney -	(in May) "Nursing Diagnoses"

Plans for next year: September - Kathleen Powderly - "Ethics in Nursing."  
Other topics are being planned.

Columbia University Nursing Consortium. The Staff Education Directors have been meeting to share problems, ideas, etc.

Program Evaluation

The Continuing Education Program was reviewed by the Curriculum Committee for the first time this year.

Clinical Nursing Research Program  
Bettie S. Jackson, R.N., Ed.D., E.T.  
Acting Director

In October 1982, an acting director was appointed to oversee ongoing research programs, with emphasis on faculty involvement in research, and develop programs based on short, intermediate and long range plans as they affect and are affected by overall projected goals of the School. While clinical research by nursing faculty is in its beginning stages, the appointment of an acting director has provided faculty, and students with a resource and consultant as their research ideas develop. It has also facilitated the School's exploration of research support (ie. computer assistance, statistical assistance, audio-visual development, members of other disciplines with similar research interests throughout the University on both the Morningside and Health Science campus.) This networking is just beginning but will be enhanced as more faculty engage in research and add more resources to those already discovered.

In addition the director (acting) has increased the School's real and potential liaison capacities with consortium agencies. For example, the director serves as consultant to the newly formed Nursing Research Committee at the St. Luke's-Roosevelt Hospital Center.

And finally, the director provides the School with a liaison between School research activities which include the work of the Research Committee, and the research communities which encompass the Health Sciences campus, the New York Nursing Research Support Group, and nursing at large.

Development of the School as a center for clinical nursing research is essential in order to help generate faculty research support funds, to facilitate the establishment of its reputation as a center of clinical excellence, and to attract a high calibre student body to its post-baccalaureate, masters, and doctoral programs.

#### Administration of the Rudin Research Funds

At present the May Rudin Clinical Nursing Research Fund partially supports six research projects being conducted by nine nurse researchers. In addition three 1981-82 Rudin Research Scholars continue to make progress on their projects funded during that period. Project proposals are judged for scientific merit by the School of Nursing Research Committee. Those persons submitting proposals for consideration submit a budget with a narrative. The level of funding for projects recommended by the Committee is determined by the Acting Director of Clinical Research in consultation with the Dean. It is possible that a project may receive recommendation for its merit, but no funding because sufficient monies are unavailable to support all worthwhile projects. Trends this year suggest that at the current rate of research proposal submission, this indeed may be the case next year. This year many budgets were cut in order to make funds available to as many researchers as possible.

The following projects are currently supported by the Rudin Foundation Funds for 1982-83. These projects are in various stages.



1. Geri LoBiondo-Wood, "Progression of physical symptoms in pregnancy and development of maternal-fetal attachment."

Ms. Wood, an Associate in Nursing on the Maternal-Child Health Faculty, is studying maternal-fetal attachment (emotional bonding) prior to birth. Information gleaned from this study will be used by nurses in assessing and fostering maternal-fetal attachment both during pregnancy and postpartally.

2. Mary Mundinger, "Testing inter-rater reliability in judging criteria for Medicare home nursing."

Dr. Mundinger, Associate Professor of Nursing and Director of the Graduate Program in Nursing, is doing research which will replicate her doctoral dissertation in order to concentrate on refining methodology. Specifically she is studying the practice of nursing care delivery to homebound patients and whether the care delivered is eligible for Medicare reimbursement. The study is significant for refining qualitative research methodology as well as examining the nature of homebound nursing care vis a vis Medicare regulations.

3. Marjorie Ramphal, "Determining sensations during diagnostic and therapeutic procedures."

Dr. Ramphal, Professor of Clinical Nursing, is studying different ways of preparing patients for diagnostic and therapeutic procedures in order to determine if there are more effective ways to alter emotional responses to stressful experiences.

4. Marian Smith and Betty J. Smith, "The effects of hypnosis on nausea and vomiting on patients receiving Ois Platinum."

Marian Smith, Administrative Nurse Clinician at Presbyterian Hospital, and Betty J. Smith, Instructor of Nursing, are studying the effects of hypnosis versus supportive counselling on the incidence of nausea and vomiting in cancer patients receiving chemotherapy. Medications alone have variable effects on the drug side effects of nausea and vomiting and the addition of nursing interventions, i.e., hypnosis, may significantly affect this problem related to cancer chemotherapy.

5. Penny Buschman, Mary Ann Feldstein and Florence Parker, "A demographic analysis and hypothesis-generating study of adolescent suicide attempters and the decision making process with regard to management/treatment."

Penelope Buschman, Mary Ann Feldstein and Florence Parker, all Associates in Nursing, are studying the characteristics of adolescents who attempt suicide who present themselves to the emergency rooms at either Presbyterian Hospital or St. Luke's-Roosevelt Hospital Center. Effective intervention, prevention and counselling programs with considerable nursing input need to be developed, but more needs to be known about the population of attempters and those at risk. This

study will help in the better understanding of the adolescent suicide population.

6. Elizabeth Carter, "Alcohol treatment resources, and educational activities in schools of nursing: A survey."

Dr. Carter, Assistant Professor of Psychiatric Nursing, has just completed a national survey of all accredited baccalaureate programs in schools of nursing in regard to alcohol policies, treatment resources and educational activities. A great deal of attention has been focused recently on chemically dependent nurses but little is known about approaches being taken by, i.e., schools of nursing, to help prevent these problems or intervene therapeutically. This survey will provide important baseline data regarding these practices, or lack thereof.

The Third Annual May Rudin Research Day is tentatively planned for January 1984. At that time progress reports will be made by the above Rudin Research Scholars as well as 1981-82 Scholars as appropriate. In addition a nationally known researcher in clinical research will be invited to present both clinical research findings and commentary on the current status of clinical research.

#### The School of Nursing Research Committee

Membership: Bettie S. Jackson, RN, EdD, ET  
 Margaret Grey, CUSN Faculty  
 Ann Earle, CUSN Faculty  
 Marjorie Ramphal, CUSN Faculty  
 Mary Jo Manley, Dir. Staff Education, Development and  
 Research, St. Luke's-Roosevelt  
 Dora Dungca-Associate Director of Nursing, P.H.  
 Ruth Rayner, Associate Director of Nursing, P.H.  
 Joann Jamann, Dean  
 Gladys Rosen, Consumer

The School of Nursing Research Committee has met monthly to attend to a variety of issues including reviewing proposals prior to submission to the Institutional Review Board. This process is usually conducted by a subcommittee of three; review outside proposals/or which researchers request utilization of some CUSN resource, such as the student population; review faculty proposals for Rudin Research Funds for scientific merit; discussion of short, intermediate and long range goals of both the Committee and the Clinical Research Program. Minutes of all committee meetings are on file.

Since October 1982, members of the Committee have reviewed seven proposals which potentially required registration with the IRB. Six proposals were forwarded to the IRB for approval which was granted; and one was returned to the researcher for further work. Three of these seven proposals were submitted by graduate students at CUSN enrolled in Research III.

Since October 1982, five outside researchers have contacted the director requesting access to faculty and/or students as research subjects. The committee reviewed all of these requests. Two requests were granted. The time and energy required of faculty, students and the director when considering



outside requests is important in the decision-making. Two requests were denied and one researcher requested a sample not available at CUSN.

The Research Committee is beginning to play a significant role as advisor in delineating activities of the Clinical Research Program. Discussion of program goals and objectives will be an ongoing agenda item as clinical research becomes evermore an integral part of faculty and student life at the School and with consortium agencies. Committee membership must reflect a breadth of thinking that is pragmatic, ideologic and visionary.

#### First Annual Interdisciplinary Graduate Student Research Day: Nursing, Occupational Therapy and Physical Therapy.

On May 12, 1983 graduate students in the above disciplines shared their research projects with a multidisciplinary audience in major sessions in the morning and in break out sessions in the afternoon. Students submitted proposals for review and competed for the opportunity to present. By all comments the day was extremely successful and hopefully is the beginning of an exciting tradition.

#### Planning

Starting in the Spring 1983 an agenda item for both Research Committee and Dean's Advisory Council discussion has been short, intermediate and long range planning for CUSN research programs. These discussions are just in their beginning stages as the notion of integrating research into the School's life becomes more and more essential and real.

There is agreement that faculty are interested in their own development in research. Seminars for faculty development should be planned, starting in the Fall 1983. In addition sharing of research ideas among faculty needs continued encouragement and support. Interest groups have begun to meet. Monthly faculty presentations should be scheduled, i.e., for a lunchtime seminar.

The faculty think that nurturing joint appointment relationships will also enhance faculty access to and involvement in clinical research.

Financial support for faculty research, especially in the areas of release time funding and statistical and computer support are important and should be sought. Faculty are aware, however, that a track record in clinical research must be established to some extent in order to generate substantial research support.

Items for Nursing Research Programs have been included in every monthly school newsletter for the purpose of maintaining a visibility for research, communicating ideas, and announcing calls for papers, RFPs and upcoming meetings.

Just as clinical expertise and teaching are threads that characterize strengths within the CUSN faculty, clinical research over time should also be identified as a characteristic of the faculty as a whole. Not every faculty member should or would engage in clinical research but it should be an overall characteristic of the faculty as a whole.

Faculty should pursue interdisciplinary research endeavors with i.e., medicine, dentistry, OT, PT, etc. In one or two instances this is being done with encouraging results.

The doctoral program, by virtue of its being, will provide an impetus for student-faculty research. Cluster studies on recurrent themes should be encouraged in order to make the most efficient use of faculty time, subjects, literature reviews, etc. The School must become a center for clinical nursing research if it is going to continue to attract post-baccalaureate students.

In summary, the School and its faculty have great potential for conducting quality clinical research. The process and the programs require patience, perseverance and commitment; all of which the faculty possess already.

Community Health Nursing Division  
 Charmaine Fitzig, Chairperson

Overview

The 1982 Academic Year started off well for our Division but by December 1982 Dr. Jeanne Brossart was placed on medical emergency leave. By July 1982 Dr. Constance Cleary was also placed on medical emergency leave. The other faculty members of the Division including the agency preceptors who had joint appointments assumed greater responsibilities and we were able to complete all assignments on schedule.

I. Evaluation of 1982-83 Goals

<u>Goals</u>	<u>Progress Report</u>
1. Continue developing resource files/kits for use in clinicals.	This is ongoing. Eventually each community health institution will have a master reference so that all students will have comparable materials.
2. Continue to develop teaching guides for patient education workshops.	
a. Rehabilitation techniques at home	a,b,c, - first drafts completed. These will be used in the 1983-1984 Academic Year and revised in April 1984 after evaluation.
b. Hypertension screening and health teaching	
c. Health tips for the Geriatric patient.	
3. Continue to work with personnel of the clinical agencies to identify possible joint research projects.	This has been successful with C. Fitzig, M. Kneeshaw and S. Panwar all collaborating with staff of the service agencies and collaborating on research projects. C. Fitzig was requested by the Visiting Nurse Service of New York to evaluate their SRO Health Clinic. This report was completed July 1, 1983.
4. Continue to explore the possibility of more clinical joint appointments in Community Health.	All members in our Division regularly evaluate this possibility (a separate report is being prepared).
5. Develop a closer relationship with the School of Public Health	We have not been as successful as we would like. With the exception of Dr. Kelly, no other members of the School of Public Health attend Division meetings. However, C. Fitzig met regularly with both Drs. Grau and Dreher on the CNS program.



Goals

6. Evaluate the experiences of the past year's joint appointments and develop criteria for each type of setting.

Progress Report

The current joint appointees have been very productive and have expressed interest in continuing their relationships with us. The Loeb Center affiliation needs to be redefined since Dr. Brossart was on medical leave during the latter half of the Fall Semester and Spring Semester. It is anticipated that Dr. Panwar would fill the role in the Fall of 1983. Her orientation will begin in August.

C. Pendzick at Helen Hayes Hospital taught in two courses--Issues in Professional Nursing and Nursing Management/Patient Care. The clinical experience at Talbot Perkins continues under Ms. Lubang's direction. This agency was featured in the SNC Journal, June 1982, pp. 4-5, "The Clinic of Choice."

7. Begin plans for writing a community text.
8. Work with the Continuing Education Director (Joanne Merry) to identify workshops which could be developed by our Division.
9. Begin a self-evaluation of our Division to determine our strengths and our weaknesses.

The outline has been completed and work will continue in the Fall of 1983.

We have had many discussions. Contact was made with Loeb Center to determine their interest in joining with us to present a workshop on the Loeb philosophy and patient care. This is being planned for late Fall of 1983.

Our Division has been made aware of the fact that we will be reviewed in 1984-85. Copies of the Review guidelines have been distributed and discussed. The internal Division review will continue.

## II. Activities Related To:

### A. Curriculum Development and Implementation

Dr. Kneeshaw ended her second year as Chairperson of the Curriculum Committee. This has been a very active committee (the very impressive report was distributed earlier to all faculty members). Dr. Panwar continued as Course Director for the undergraduate courses:



The Nurse and the Health Care Delivery System, and the elective Independent Study. The new Master's curriculum in Community Health - The Community Nurse Specialist program began in the Fall of 1983 with seven students (six part-time and one full-time). Dr. Dreher developed and taught the Community Assessment course which was also cross listed in the School of Public Health's bulletin.

B. Establishing, Maintaining, Or Advancing Quality of Nursing Services

All Community Health faculty members continue to work with selected agency personnel in reviewing records both informally and formally as part of each agency's utilization review committee. C. Fitzig has been working closely with Ms. Lubanga, the Health Coordinator of the Talbot Perkins Children's Service, to monitor the health care of a random sample of youngsters placed in foster care. (Recent studies have shown that many children are no better off in foster care than before placement.) A separate report of this study will be available at a later date. M. Kneeshaw has continued to work closely with the staff in many of the clinics at Presbyterian Hospital. She has been described as an excellent resource person and has also developed a series of classes for hypertensive patients. Dr. Panwar continues to be a member of the "Committee on Breast Feeding" at St. Luke's Hospital.

C. Research Or Other Scholarly Developments

In a recent survey completed for the Doctoral Task Force by C. Fitzig, "Faculty Research - Past and Present," some interesting facts emerged: more than half of those with doctorates (seven out of 13 or 54%) were in the Community Health Division, and seven out of the eight persons in Community Health had doctorates. In addition, Community Health faculty were responsible for 56 percent of past and 54 percent of all current research. Drs. Munding, Kneeshaw, and Dreher were recipients of Rudin Research grants and are actively pursuing their research. Drs. Fitzig and Panwar continue their clinical research at their respective clinical sites. Drs. Kneeshaw and Fitzig presented papers at the American Public Health Association meeting in Canada (1982) and at the National High Blood Pressure Conference in Washington (1983). Drs. Fitzig, Kneeshaw and Dreher presented papers at the Rudin Research Day (1983). Dr. Grau received a three-year Geriatric-Mental Health Academic Award from the Department of Health and Human Services. This grant will prepare Dr. Grau as an instructor in geriatric mental health research. Dr. Kelly was awarded an honorary Doctorate in humane letters from Georgetown University in May, 1983. C. Pendzick, Joint appointment Helen Hayes Hospital, has produced three audio visual programs: Infection Control, Blood Pressure, and Attitudes Towards the Disabled Child. She is also conducting a study on attitudes towards the Disabled Individual; this is funded by a small grant from the Health Education Services.

#### D. Interdisciplinary Accomplishments

Our faculty and students continue to have exposure to and are involved in multidisciplinary teams within the clinical setting. During the Fall and Spring semesters we were part of the Interdisciplinary team of the Columbia University Community Services. The School of Nursing was one of several schools--Law, Architecture, Social Work, Medicine--involved in giving care to the residents of an SRO (Single Room Occupancy) hotel through students doing their clinical experience in Community Health. In addition, C. Fitzig participated in an all day interdisciplinary conference which dealt with the problems and successes of such clinical experiences.

#### E. Faculty and Student Recruitment

We were very involved in recruitment of faculty and students. We are acutely aware of the need for new blood. Another interesting fact gleaned from the Doctoral Task Force Survey by C. Fitzig, "Faculty Research - Past and Present," was that more than 77 percent of all the doctorates held by faculty were awarded by Columbia University and 54 percent alone were from Teachers College! Our Division is actively searching for doctorally prepared people from other Universities! All faculty members are active in career workshops. In addition, our members actively recruit for faculty and students while attending meetings and conferences around the country.

### III. Specific/Unusual Contributions To:

#### A. Undergraduate Program

Members of our Division continue to individualize clinical placements for students, particularly the R.N. Over the past year we were able to develop some very unique placements--clinicals with the American Diabetic Association and with the New Jersey Regional Head Start Program (see School of Nursing Journal, December 1982, pp. 7-10).

#### B. The Graduate Program

The Community Nurse Specialist curriculum "prepares nurses to assess and analyze the health needs of populations and to work closely with community organizations and residents in applying intervention and implementation techniques to promote and improve community health." The Program Director is Dr. Kelly and the Coordinator, Dr. Fitzig. The program is moving into its second year and we are actively attempting to identify potential candidates from our service agencies within the State area. In addition, we are in the process of developing some strategies in order for us to more effectively market the program. (See the SNC Journal, June 1983, p. 20, for a write-up and profile of the current students in this program.)



### C. Continuing Education Program

We are kept abreast of what's happening in the Continuing Education Program (its Director is a member of our Division). This past Spring C. Fitzig was one of the guest seminar leaders on Legal Aspects of Nursing for the members of the reentry R.N. program. Interestingly one of the students later applied for and was accepted into the Community Nurse Specialist program.

### D. Research Program

Seven of eight faculty members in the Community Health Division are actively involved in research activities. We have also seen the need to be more productive in the area of funded research and published reports. Dr. Bettie Jackson has consulted with us and given us support to move ahead in the defined areas. (See Section 2C of this report for further clarification.)

### Division Goals 1983-84

1. Complete the Community Division Handbook for distribution, use, and review.
2. Begin to publish reports from the research studies generated within the Division.
3. Continue the self evaluation of the Community Health Division. Identify and communicate with strong Community Health Nursing divisions of other schools of nursing in order for us to improve our Division.
4. Continue to work toward developing a stronger tie with the School of Public Health.
5. In conjunction with the Continuing Education Division, identify at least two programs to be developed for late Fall or early Spring.



Maternal-Child Health Division  
Dolores C. Jackson, Acting Chairperson

The goals of the Division were combined with the goals from the Nurse-Midwifery/Perinatal grant and expanded to include the activities of the entire MCH faculty.

### Goals

- I. To continue to prepare high quality clinical specialists in nurse midwifery, perinatal nursing, pediatric ambulatory nursing care, and acute care pediatric nursing.

In September 1982, 100 students were registeed for the graduate program with an MCH major area. Six were admitted in January 1983; 23 were graduated in May 1983, three with joint degrees. Sixteen Midwifery majors completed course work in December 1982. Three were graduated in October 1982 and two in January 1983 from different MCH tracks.

The Acute Care Pediatric major was inaugurated in September 1982. Linda Russo precepted the students in the Fall semester but upon her unanticipated resignation in December, Sarah Cook became course director for the major courses. She designed and implemented the first major course in the Spring of 1983.

Kathy Powderly assumed leadership of the Perinatal program with the resignation of Dr. Eunice Messler in June 1982. She was joined by Audrey Resnick-Fendell in September and together they redesigned the clinical component of the program to allow for expanded experience in both years.

Barbara Decker continued as director of the Nurse Midwifery program assisted by Nancy Kulb, Kathleen Buckley, Sr. Rose Scalone, Ronnie Lichtman--full-time faculty; and by Susan Papera and later in the Fall semester by Lisa Gussack--part time faculty.

Dolores Jackson continued as director of the Pediatric Nurse Practitioner major assisted by Dorothy Allbritten, Margaret Grey and Nancy Jones. Margaret Gray and Nancy Jones had teaching responsibilities in the undergraduate program.

Graduates of the programs are being actively sought for positions. All graduates who took certification examinations passed them.

- II. To plan educational experiences that focus on increasing the quality of care for individuals and families that reflect the socio economic and cultural influences on health and behavior, and on conserving the resources available.
  - a. To identify consistent basic and nursing science knowledge and nursing interventions fundamental to nurse midwifery, perinatal, ambulatory child, acute care of the child and to the nurse generalist in maternity and pediatric nursing.

- b. To implement an educational approach that will allow sharing of appropriate theoretical materials between the various majors within the MCH division.

The MCH division faculty became a more cohesive group this year. They worked together to orient the new faculty and to clarify clinical objectives.

- a. Faculty assigned to CE I, II, and III in the areas of maternity and pediatric nursing delineated specific content areas of major importance for students assigned to the clinical areas. This was an attempt to provide similar learning experiences for students who are placed in two major hospitals being taught by six faculty members on three levels (CE I, II, III).
- b. The Midwifery and Perinatal students shared the Neonatology course which included clinical practice. The course was taught by Kathleen Powderly.
- c. Four second year PNP students worked with an interdisciplinary team from Population and Family Health. The project was funded by the Ford Foundation and has as its aim to increase the number of successful breast feeding mothers.

It was a very rewarding joint project with ramifications for the future. Students were involved in teaching staff and patients after a rather lengthy preparation period laden with political strife.

Next semester students from other majors will be involved in working with antipartum, post-partum clients and their infants. A Lactation Clinic is being inaugurated in the fall and Dolores Jackson is a member of the active interdisciplinary committee to provide joint clinical experience for the various nursing majors with a primary interest in maternal-child health.

- 1. The trial run of "Star Check," a name for a group of students from the major MCH areas (plus Ped Psych liaison) who are working together with faculty to provide continuity of care to pregnant women and their offspring, began in February 1983.

Almost all graduate faculty participated with nine interested students who worked in teams of three with representation from the Nurse Midwifery, Perinatal, and PNP tracks.

- 2. Students in the acute care graduate track worked with under-graduate students in the clinical areas.

- d. To increase the professional interaction between the students and faculty involved in the care of mothers and children.



This year the faculty formed a journal club which met monthly to share articles of interest. The first meeting was held in November 1982, the last in March. Unfortunately, other meetings played havoc with the journal club and it had to be abandoned after the March meeting when only the three presenters were in attendance.

Faculty communicated with each other re developments in Lactation Clinic and invited participation.

- e. To concentrate clinical placements with our current clinical affiliations in an effort to increase the quality of care given and increase system stability.

Clinical placements at St. Luke's for undergraduate students were very successful this year. New faculty: Geri Wood, Joanne Leppart, and Yasmin Rahamani were instrumental in establishing positive relations with staff. As a result of their work, more of the undergraduates sought employment upon graduation.

Geri Wood is seeking a joint clinical appointment at St. Luke's.

Sarah Cook, Marjorie Bredice, and Daniela Drew worked closely with the staff at the Center for Women and Children at CPMC. Florence Donohue, a former staff member and assistant director at Babies Hospital, joined the faculty as a part-time instructor and precepted students for one-half of the Fall semester and all of the Spring and Summer semesters. We are fortunate in having seasoned, respected clinicians as preceptors.

The Summer semester helped to provide continuity at St. Luke's and Babies with Yasmin Rahmani precepting students in one maternity area.

- f. To expand the variety of students to include an increased number from non-traditional groups such as minority groups, working women, males, and women with children.

Recruitment - see II.e.

- g. To develop innovative methods of preparing students and other health personnel to serve individuals and families.

- see II.a.

- III. To contribute toward improving outcomes of pregnancy and childbirth and to facilitate health promotion/disease prevention during infancy and adolescence.

To develop a theoretical framework and model for a center staffed by students and faculty that would provide individualized patient care with emphasis on health maintenance and health promotion.

Discussed earlier - II.c.



- IV. To increase the cost effectiveness of educating clinical nurse specialists in the area of Maternal-Child Health.

Identify and implement innovative approaches to clinical supervision of students.

- a. Joint appointees of PNPs in the pediatric clinic provide preceptorships on an average of two days/week which free faculty to teach in the core courses and in the undergraduate program.

D. Allbritten - Theoretical Basis of Nursing Practice

N. Jones - Health Promotions - 14 hours, Fall and Spring  
Growth and Development seminar leader - Fall

M. Grey - Nursing Research - two semesters, Fall and Spring

In the last semester of the PNP graduate program, students were precepted by PNPs and physicians at:

St. Luke's-Roosevelt C&Y Project  
Bronx Lebanon Hospital  
Brooklyn Methodist Hospital (new this year)  
Ossining Open Door (new)  
Pedimedica, Fort Lee, N.J. (new)  
Hackensack Hospital (new)  
School Demonstration Project, Bronx (new)  
Morris Park Family Center  
Mount Sinai Pulmonary Clinic

Although new agencies were utilized some old agencies were not because of lack of student interest.

In the Nurse Midwifery and Perinatal program, areas for student placement remained the same.

- V. To design content material appropriate to the needs of other clinicians.

Kathleen Powderly designed and taught the elective course in Nursing Ethics.

Dorothy Allbritten continued to course direct and teach in Theoretical Basis of Nursing Practice, a course she helped to develop two years ago. Others teaching the course this year included Kathleen Buckley and Barbara Decker, from MCH.

Margaret Grey revised the Research course for undergraduate students. She became course director, taught the course and was assisted by Geri Wood.

As mentioned before, Kathleen Powderly taught the Neonatology course to the perinatal and nurse midwifery students in the Fall 1982. The faculty suggest in their evaluation to place the course in the Spring

term for the midwifery students. Students in their last semester displayed less interest in the material and had a tendency to be disruptive.

II. A. Describe activities related to:

Curriculum development and implementation

The clinical content of the undergraduate program was studied this year and recommendations were sent to the Curriculum committee through the MCH representative.

The curriculum changes in the midwifery and perinatal tracks were described in the progress report of the grant.

There were no major changes in the PNP major. New clinical sites were opened: School Demonstration Project (Bronx), Hackensack Hospital, Ossining Open Door. P.S. 128 was used for clinical practice for the first time in the spring of 1983. Old clinical experiences were strengthened by utilizing some of the graduates of the program as preceptors: Morris Park Health Center, Vanderbilt Clinic, Bronx-Lebanon Hospital.

II. B. Establishing, maintaining, or advancing quality nursing service.

MCH Division - March 1983	Get-together of MCH faculty and nursing leadership from the in-patient and out-patient services at CPMC Step 1 in encouraging closer ties.
------------------------------	--

As an outgrowth of this meeting both undergraduate and graduate students embarked on more formalized teaching activities on the maternity floors and in Vanderbilt Clinic.

Joanne Leppard -	will be working with a group of pediatric nurses at St. Luke's during the summer on a joint venture to improve nursing care.
------------------	--

Margaret Grey -	contributes one morning every other week at the Pediatric Diabetes Clinic.
-----------------	--

Dolores Jackson -	contributed one morning every week to Pica Clinic until March when a heavy schedule made it impossible.
-------------------	---

Dorothy Allbritten -	contributed one afternoon a week at Project Basement offering health care to children, and consultation and teaching to staff.
----------------------	--

Volunteers time at the Lamb's Crisis Care Ministry offering episodic health care and education to New York City street people.

Kathleen Buckley - works at the

- 1) HSC Student Health Services--well woman/  
family planning--4-5 hrs./month
- 2) PH Family Planning Clinic--4 hrs./q2.

Sarah Cook -

Member of the YWCA Program Planning Committee  
in Darien, Conn.

- 1) Contributes to the Mother-Child Program as  
lecturer to volunteer workers.
- 2) Teaching at the Stamford Hospital's  
Program for Expectant Parents.
- 3) Consultant to the Family Care Committee at  
Stamford Hospital.

## II. C. Research and other scholarly developments

### Publications

Lichtman, Ronnie and Mahoney, Marnie. The Family Health History  
Yearbook. Wm. Morrow & Co. 1982.

Buckley, K. and Kulb, N. Handbook of Maternal and Newborn Nursing.  
New York John Wiley & Sons. 1983.

Grey, Margaret. "Pediatric Nurse Practitioners: Past, Present and  
Future" New York Pediatrician. Summer 1983.

Wood, Geraldine. "The Suspicious Client" Handbook of Psychiatric  
Mental Health Nursing. C. Adams, B. Mascione, editors. New  
York: J. Wiley & Sons. 1983.

-----". "The Aggressive Assertive Patient" Handbook of Psychiatric  
Mental Health. C. Adams, B. Mascione, editors. New York: J.  
Wiley & Sons. 1983.

Sr. Rose Scalone, Dorothy Allbritten, and Barbara Decker contributed  
chapters to Handbook of Maternal-Newborn Nursing. Ed. Buckley,  
K. and Kulb, N. New York: J. Wiley & Sons. 1983.

### Research

A group of nurse midwifery faculty have developed a research project  
studying the use of diaphragms:

Kathleen Buckley, Nancy Kulb, Susan Papera, Ronnie Lichtman,  
Barbara Decker.



## II. C. MCH faculty membership to professional and scientific organizations

Organization	No. of faculty - offices held ( )
ANA	6
NYSNA	6
Sigma Theta Tau	9 (2 in local offices)
National Perinatal Assn.	1
American Society for Prophylaxis in Obstetrics	
A.A.U.P.	1
APMA	7
American College of Nurse Midwifery	(2 holding office)
N.Y. Chapter of ACNM	4
Association for the Care of Children's Health	1
NACO	3
National Association of Parents and Professionals for Safe Alternatives in Childbirth	2
National Women's Health Network	1
Metropolitan Medical Anthropology Assn.	1
NAPNAP	4 (2 holding local office)
American Diabetes Assn.	1
International Childbirth Assoc. Education	1
National Program Directors Nurse Midwifery	1
National Organization of Nurse Practitioner Faculties	1
National Organization - Advocates for Child Health Care	1

## II. D. Interdisciplinary accomplishments

Dolores Jackson  
January 1983 to present

Worked with the team at Population and Family Health to set up a pilot project to encourage breast feeding of mothers at CPMC. The outgrowth of this led to the plans for a lactation Clinic.

Members of the committee are from nursing, medicine, nutrition, social work, community advisory programs. Meetings are held bi-weekly.

Eventually students from several major MCH tracks will have an opportunity to work with clients in the new clinic.

Working with a team of health educators, physicians and community based people to offer expanded services to pupils of School District #6 - on-going committee formed in June 1983.

Kathleen Powderly and Audrey Resnick-Fendell are working closely with the staff of the Perinatal Network on Continuing Education projects.

## II. E. Faculty and student recruitment

This was a year of change! Eunice Messler, Ed.D. resigned her position as MCH Chairperson and Director of the Perinatal area in June 1982. Five other faculty members resigned at the same time and recruitment efforts were directed toward replacing them in time for the Fall semester.

Dolores Jackson assumed the temporary position as MCH chairperson and Kathleen Powderly was named Director of the Perinatal track of the master's program.

The resignations in June 1982 were:

Dr. Jeanette Coleman, Assistant Professor  
 Louise Warrick, Associate in Nursing  
 Ruth Klug, Instructor  
 Linda Cupit, Instructor  
 Sharon Robinson, Associate in Nursing

In January 1983 Linda Russo, Associate in Nursing, resigned.

Four full-time faculty members were appointed in September 1982.

Geraldine LoBiondo-Wood, Associate in Nursing, primary responsibility - Maternity Nursing Clinical Experience I and II and Research.

Yasmin Rahmani, Instructor, primary responsibilities - Fundamentals of Nursing, Physical Assessment, Maternity Nursing, Clinical Experience I.

Daniela Drew, Instructor, appointed full-time from a part-time position.

Audrey Resnick-Fendell, Associate in Nursing, primary responsibility - Perinatal Nursing - Graduate Program.

Joanne Leppard, Associate in Nursing, was appointed in January 1983 to replace Linda Russo in Clinical Experience III, Pediatric Clinical setting. She also assumed responsibility for the Growth and Development course.

In October 1982, Florence Donohue joined the faculty, part-time. She replaced Sarah Cook in Clinical Experience II. Sarah Cook assumed responsibility for the Acute Care Pediatric track in the master's program taking over Linda Russo's assignment.

Ten of the 17 respondents to the advertisements were interviewed.



The major recruitment effort during the 1982-1983 year was for the Division Director. A search committee was selected by Dean Jamann and their efforts were rewarded by the appointment of Dr. Janet Griffith. She has been appointed to begin in the Fall of 1983.

#### Student recruitment

Faculty joined in the Fall of 1982 and Spring 1983 recruitment functions at the School of Nursing. They took literature to the national, state, and local meetings they attended: NAPNAP, Nurse Midwifery, Perinatal meetings.

The number of applicants has fallen in all majors this year. The applications for part-time study exceeded those for full-time study. Almost all applicants expressed concern at the cost of the program. Some inquired about the length of the program. Both Pace University and Seton Hall have shorter, less expensive programs.

III. A. Undergraduate program - discussed in IIa.

B. & D. Discussed earlier

III. C. Contributing of MCH faculty to Continuing Education Programs and Speaking Engagements

#### Audrey Resnick-Fendell

A.A.P. mts. Nov. 1982 "Burnout in the NICU"

Regional Perinatal Network Fall 1982 - Legal Aspects of Drug Administration

Perinatal Infections Symposium Spring 1983 - Workshop Leader

March of Dimes Annual Symposium "IDM Perinatal Infections," March 14-15, 1983.

Skills Update "IDM Newborn Resuscitation," March 2-9, 1983

High Risk Newborn course - S. of N. CPMC

Adelphi University Graduate Program, "Role of Clinical Nurse Specialist," April 1983

New York Hospital Outreach Education Program, "IDM Neonatal Infections," March 1983

#### Kathleen Powderly

Perinatal Infection Symposium, March 8, 1983

High Risk Newborn course, CPMC & C.U. S. of N., April 11-15

Regional Perinatal Network - "Ethics," Fall 1982, "Antepartal Fetal Testing," Fall 1982

Roosevelt Hospital Inservice Program, "Neonatal Resuscitation," Fall 1982

Strang Memorial Hospital, University of Rochester, "Ethics in Perinatal Care," October 1982

National Symposium for Perinatal Nursing, October 14-17, 1982  
Speaker and Workshop leader:

"Ethics in Nursing - Challenge and Choices"

"Ethics in Neonatal Care"

SUNY - Stonybrook, "Ethics," Perinatal Network January 1983



Kathleen Buckley

Multimedia All Day Workshop in Computers in Nursing, May 1983

Dolores Jackson

N.Y.S. Nurses Assoc. and Columbia Univ. School of Nursing

Orthopedic Nursing, Seminar Lecturer, October 1982

Continuing Education Program

Lecture HEENT physical examination, April 1983

Sarah Cook

Update in Pediatric Nursing, April 1983

Marjorie Bredice

Foundation of Thanatology Symposium, June 1983

#### IV. Goals for 1983-84

We will formulate goals with Dr. Griffith and attach them to the report early in the fall 1983.

We wish to refer readers to the Maternal-Child Nursing Division Review and Division Director Search Committee report submitted to Dr. JoAnn S. Jamann in March 1983.

## Division of Medical-Surgical Nursing

Incorporated into the following report are the reports of Directors of the Graduate Majors: Acute Care, Adult and Child, Dr. Elizabeth Mahoney; Adult and Geriatric Nurse Practitioner, Mrs. Eileen Quinlan. Ms. Elsie Svozil, Director of the Nurse Anesthesia Major, will file a separate report.

### I. Evaluation of 1982-83 Goals

- A. Work with program directors to establish sound clinical placements for students. The development of sound clinical placements for graduate students continues to be a focus of the major directors. The clinical practice sites at Presbyterian Hospital and St. Luke's-Roosevelt Hospital Center were expanded to include the graduate Acute Care Adult students. Several new sites were established in the Adult and Geriatric Nurse Practitioner majors. Others are in the process of negotiation. See Section II-B for further discussion.
  
- B. Continue with recruitment efforts for students in both graduate and undergraduate programs and the investigation of resources for financial aid. See Section II-E. Faculty and the Financial Aid Office have worked closely in identifying and contacting sources of financial assistance for students. Applications have been written to private and specialty organizations. Dr. Mahoney updated a profile of the major for the American Cancer Society. A list of scholarships/fellowships available to acute care majors has been compiled. The information has been distributed to students and applicants who are interested in making individual application. Two acute care students, one adult and one child major, are among the nine recipients of the Louise Mellon Fellowships for 1983-84. Another child major has had her fellowship renewed for a second year. One adult major is the recipient of a VA Scholarship and another is funded by the United States Army. One of the current applicants is also in the Army.

Ms. Verdisco developed a proposal for funding of an orthopedic subspecialty in acute care nursing. She and Dr. Mahoney have had preliminary discussions about additional subspecialties that could be developed, based on student interest and available resources.

Dr. Mahoney is active in the Nursing Research Support Group in New York City and is working with that group and the Acting Director of Research at the School to identify ways of obtaining monetary assistance for students and involving them in research projects.

The integrated preceptor program at St. Luke's-Roosevelt Hospital Center is cost effective for students. Ms. Verdisco, Mr. Zwolski,

and Dr. Mahoney are working with nursing administrative and staff personnel at Presbyterian Hospital to initiate such a program there.

- C. Identify agency personnel who can contribute to the students' educational program through joint appointments. A task force (Ms. Mellett, Chairperson) was established to study the need and make recommendations regarding joint appointments. Task force participants are: Ms. Doddato, Ms. Garcia, Mr. Zwolski. The task force report is in Appendix I. To date, four joint appointments have been approved: C. Andreoli and N. Bird, Integrated Preceptor Program, St. Luke's-Roosevelt Hospital Center; E. Cadmus and N. L. Schweitzer, Acute Care of Adult, Presbyterian Hospital. At various stages of completion are four additional applications for joint appointments to Acute Care and Adult Nurse Practitioner majors. Several additional candidates have been identified. Discussions are in progress with the prospective candidates and the appropriate nursing service personnel.
- D. Reevaluate the overall needs of the Medical-Surgical Nursing Division, e.g., numbers and types of faculty needed to provide quality learning for students. A long range planning task force was established to study the overall needs of the Division and to project the needs five years from now. The task force, chaired by Mrs. Lisanti, included Dr. Mahoney, Mrs. Quinlan, Ms. Svozil, Mrs. Donius, Mrs. Flynn, Mrs. Smith, and Ms. Villafuerte. The task force report is in Appendix II.
- E. Recruit qualified Medical-Surgical faculty for all levels of teaching. The long range planning task force also studied the topics of recruitment and selection of faculty. Currently the recommendation concerning faculty selection is being implemented. Through "networking" and advertising in The New York Times, nine applications were received. All candidates are experienced teachers. Four hold doctoral degrees. We are currently in the process of interviewing candidates.

Two additional task forces were established in 1982-83:

1. Task Force on Divisional Review for Appointments and Promotions:

Mrs. Namaroff (Chairperson), Mr. Zwolski, and Dr. Munding (Division of Community Health). The task force was designed to act as a facilitator; assist faculty with the organization of materials for promotion; and review all data submitted in support of promotion prior to review by the Appointments and Promotion Committee of the School of Nursing. In addition, the task force reviews credentials of potential applicants prior to Appointments and Promotion Committee review. The task force reviewed nine candidates for either appointments or promotion and anticipates several others before the close of the academic year.



2. Task Force to Review Undergraduate Program: Mrs. Kellett (Chairperson), Ms. Villafuerte, and Ms. Fernandez. The task force was designed to review the Medical-Surgical content throughout the undergraduate program and make recommendations regarding the appropriateness of content currently taught in program.

1982-83 Goals and Evaluation specific to the Acute Care Major, Adult/Child and the Adult/Geriatric Nurse Practitioner majors appear below.

#### Acute Care Nursing, Adult/Child

##### A. Plan and/or implement both years of the Acute Care Major-

- 1) Implementation of the second year will be limited to the adult majors.
- 2) Planning for the second, third, and fourth semesters of the child major will be needed. Only the first two semesters will be implemented for the child majors.

All four semesters of the adult component and the first two semesters of the child component were implemented. Formative and summative evaluations were conducted by faculty and students in meetings during semester and by written evaluations at the end of the semester. Modifications are made as necessary.

The class presentations for Acute Care Concepts were altered in number and topics to accommodate the anticipated increased number and combination of adult and child students. Five additional students (four from occupational therapy and one nurse from Teachers College) also enrolled in the theory component. The compositions provided opportunity for collaboration within and between disciplines; the number and variety of topics were appropriate. Readings and class content were adapted to include pediatric material; more application of pediatric content is needed.

The program speaker presentations in Acute of the Adult I were changed to debates to accommodate the increased number of students and still meet the objectives. In planning the change, faculty also believed that the debate format would promote more in-depth analysis by each participant, focus on critical aspects of issues, and provide experience in objective and informed confrontation. Faculty and students evaluated the format as very effective and achieving the stated and hypothesized objectives. As planned, most medical-surgical faculty precepted graduate students in the Practicum course.

Acute Care of the Adult II, Practicum in Acute Care of the Adult II, and Individualized Study in Acute Care were finalized and implemented and coordinated by Mr. Zwolski, who also coordinated the Clinical Practicum in Administration. Students selected their area of concentration, and clinical preceptors were selected from specialists at Presbyterian Hospital and oriented by faculty. Mr. Zwolski worked closely with students and preceptors to facilitate

attainment of course objectives. Students, faculty, preceptors, and staff found the experiences valuable and plan to continue them.

In addition, Mr. Zwolski worked closely with selected staff from St. Luke's-Roosevelt Hospital Center in planning and implementing the integrated preceptor component. Only one student was involved. Mr. Zwolski worked closely with the student and preceptor, identified some problems in implementing the plan (the diagnostic rounds component of one course still needs to be completed; preceptors only wish to work with students who are in this segment of the program), and plans to continue working with all involved during the summer. A meeting is planned with agency personnel and faculty to discuss and resolve problems.

Ms. Russo planned for clinical experiences in the child component in Fall 1983. The courses in Acute Care of the Child I and Practicum in Acute Care of the Child I were developed and coordinated by Mrs. Cook and implemented in Spring 1983. The objectives, content, and methodology were analyzed by Mrs. Cook and Dr. Mahoney to assure consistency with overall major objectives and different but parallel courses of the adult component.

Mrs. Cook is finalizing the development and clinical placements for the third semester courses: Acute Care of the Child II and Practicum in Acute Care of the Child II. Mrs. Cook has met with Dr. Mahoney and more extensively with Mr. Zwolski to plan and review the courses in relation to those developed for the adult majors. Classes for the adult and child theory courses have been scheduled for the same hours, so that class content can be shared as appropriate to decrease duplication of teaching and increase exposure to other faculty expertise and methodologies. Clinical preceptors will be critical care specialists in the agency who are interested in and eligible for joint appointment. Mrs. Cook will orient them to the major and work with them during Fall 1983.

B. Graduate four students from the Acute Care Major.

Three adult clinical specialists will graduate in Spring 1983. The fourth student who was expected to graduate withdrew from the program for personal reasons after completion of the first year. Both Ms. Verdisco, her advisor, and Dr. Mahoney met with her and provided counseling about the effects of her decision and alternatives prior to her withdrawal.

C. Recruit additional qualified faculty.

D. Increase student recruitment and admissions.

E. Continue to investigate sources of financial aid for students.



- F. Investigate the relationship between the Acute Care Major and proposed doctoral programs in clinical nursing.

Dr. Mahoney is a member of the Doctoral Task Force. Students in or graduating from the major would be prepared to enroll in the doctoral program. Indeed, several students currently in the major are eager for more information about pursuing such further study.

Adult/Gerontology Primary Care Program

- A. Develop optimal clinical components of the ANP/GNP program.

This continues to be a very time consuming, ongoing process. Several sites used in the past were dropped for various reason; however, new sites were added. See II-B for further discussion.

- B. Strengthen the theoretical component of the program, especially the integration of theory to the clinical experience.

It seems with time the SN faculty have taken over more and more of the lecturing rather than relying on outside lecturers. An ongoing process, as stated in II-A.

- C. Refine evaluation methods.

Emphasis has been placed on the area of student and faculty evaluation of courses and clinical sites. This Spring we have been discussing the current Goal Attainment Scale. Also in the area of student clinical performance, the faculty group have made a concerted effort to problem-solve and plan for the failing or near-failing student.

- D. Reconceptualize the gerontology subspecialty and revise accordingly.

No further work was done in this area, awaiting formulation of the Division of Gerontological Nursing. The sub-specialty was strengthened with the addition of two clinical experiences specific to the GNP. They included working closely with a GNP at Overlook Hospital and co-leading a group of geropsychiatry patients, which included a biweekly group supervisory session.

- E. Develop a program for part-time students.

In January 1982, the first part-time student was admitted. There are now seven part-time students enrolled in the ANP program. Three entered in September 1982, and four entered in January 1983. Much discussion and planning is now taking place to facilitate the part-time student. Eileen Quinlan is currently academic advisor to all.



F. Facilitate individual and group faculty professional development.

All faculty have attended at least one Continuing Education workshop of several days in length. We have tried in our biweekly meeting to present unusual patients or new information on patient care. One faculty has completed one year of doctoral study, and at least one other faculty is applying for doctoral program. This is an ongoing goal for 1983-84.

II. Describe Activities Related to:

A. Curriculum development and implementation.

A Pharmacology course, offered Spring Semester 1983 to both graduate and undergraduate students as an elective, was developed by Ms. Fernandez. The course was also taught by Ms. Fernandez and members of the Faculty of Medicine, College of Physicians and Surgeons. To date, evaluations of the course have not been received. Ms. Kellett developed an Independent Study in Legal and Politica Process for Senior Undergraduate Students, and presented to the Curriculum Committee for consideration a course "Case Studies."

Mrs. Lisanti, course director CEI, II and III, is currently involved in course evaluation and revision. Faculty teaching in CEIII met to discuss course objectives. The focus of the discussion centered on the rotation pattern and achieving the leadership objectives. A decision was made to rotate students to a medical and surgical unit. Faculty working in teams planned student experiences across the semester and were able to achieve the leadership objectives. Mrs. Flynn and Mrs. Kellett arranged for guest speakers to share their knowledge and current practice with students in course.

Faculty continue to develop teaching tools; update and develop bibliographies; review audio visual aids; and implement a variety of teaching strategies to enhance student learning and assist students in attaining course objectives.

As planned, the majority of medical surgical faculty are teaching across graduate and undergraduate programs in clinical courses. Mrs. Kellett and Mrs. Lisanti also taught the course "Theoretical Basis For Nursing Practice" to graduate students.

Ms. Verdisco and Dr. Mahoney have provided input into the proposed graduate majors in Perioperative and Oncology Nursing. Dr. Mahoney specifically attended programs at the AORN Congress in April 1983 that related to graduate education and preceptors in the perioperative setting.

The ANP major is two academic years in length. Mrs. Namaroff is responsible for all major courses and clinical in the first year. Ms. Mellett is likewise responsible for the second year courses and

the clinical. Ms. Garcia has assumed total responsibility for Pathophysiology which includes Acute Care students. Mrs. Quinlan has overall responsibility for ANP/GNP majors.

This year marked a formalization of student/faculty evaluations of major courses in adult/gerontology majors. These evaluations are reviewed at the end of each semester with all faculty and internal revisions are made. In the first year course, health Assessment was increased from three to four credits to accommodate a physical assessment component. This component (1 credit) is being dropped in Fall '83 as physical assessment hopefully will be a prerequisite. Planning is currently under way to verify the entering student's competency. also within this same course, Health Assessment, the pelvic module was adapted from the Midwifery program. This module will be further modified in Fall '83 to better accommodate the female patient seen by the nurse practitioner.

There are approximately 3-4 (25-30%) Joint Degree students (ANP/GNP) in each class. The logistic problems this year have been minimized by Ms. Mellett. Ms. Mellett is academic advisor for all Joint Degree students. she is knowledgeable of SPH requirements and communicates regularly with each student's SPH advisor.

The science component has improved. This Fall Dr. Ellen Batt taught Advanced Physiology. Student evaluations are not available at this time. Verbal feedback is positive. In the Spring, Ms. Garcia undertook the entire responsibility for arranging for members of the Department of Medicine to teach Pathophysiology.

The requirements for the functional minor has continued to be a point of discussion. The ANP/GNP students are given a list of suggested, appropriate courses. These choices are reviewed carefully with faculty advisors.

#### B. Establishing, Maintaining, or Advancing Quality of Nursing Service.

Two faculty joint appointment positions were established:

1. Mr. Zwolski, St. Luke's-Roosevelt Hospital Center

Mr. Zwolski's activities include: development and implementation of the integrated preceptor program; consultant to director of Inservice Education regarding utilization of existing resources to teach critical care and teaching inservice classes in critical care.

2. Ms. Verdisco, Presbyterian Hospital, Orthopaedic Service

Her activities include: (1) working closely with staff members to evaluate and redesign portions of orientation program; setting up modules for new staff members' learning; (2) designing and planning basic programs in orthopaedic nursing for staff; teaching classes; in progress, development of second



series, "Trauma"; (3) collaborating with orientation instruction regarding program; teaching classes; (4) working with staff on class presentations; (5) consulting with staff and administration regarding clinical and organizational problems; (6) recruiting graduates for units; (7) reviewing standards of care; (8) program planning and participating at Tamiment Meeting.

Faculty continue to be responsible for interpreting programs and planning student experiences with staff on the clinical units. For many years the clinical units on Medicine, Surgery, Orthopaedics, Oncology, Neurology and Neurosurgery at Presbyterian Hospital, and Medical-Surgical units at the St. Luke's-Roosevelt Hospital Center have provided the experiences needed to meet course objectives for undergraduate students. This year, in addition to the above, the critical care units at Presbyterian Hospital were successfully used for the clinical courses in the Acute Care Nursing Adult Program. Special experiences, among others, for students were also planned in the operating and recovery rooms, critical care units, outpatient departments, physicians' private offices and with nurse anesthetists.

Faculty contribute through the direct provision of patient care by serving as resources to staff, coordinating care, and collaborating with other health professionals.

Undergraduate students also contribute through the direct provision of care, development of patient teaching tools, presenting patient care conferences which are open to staff members, and designing and sharing care plans for specific patients on the units.

The Acute Care Nursing Adult students, in the first semester, made duplicate copies of their expanded data bases (health histories, physical examinations, lab/diagnostic data), problem lists, SOAP notes, and outcome criteria for use by the staff and communicated relevant information immediately by the staff.

In the second semester, students worked more closely with staff and served as resources and role models in providing comprehensive patient/family care. Patient-centered conferences that were conducted by graduate students were planned to include staff, as well as undergraduate students. Frequently the patients were selected after consulting with the staff. The focus on nursing diagnoses, priorities, collaboration with the patient and family, goals, plans, and outcome criteria helped the staff in identifying and dealing with complex situations. Students also wrote care plans, etc., on the Kardexes which could then be used by staff. Two students identified problems related to the care of patients with AIDS and the scarcity of information available on the subject. They developed an objective for their own learning related to this, collected data from available literature and meetings, and plan to publish an article on the nursing care of patients with AIDS.



In the third and fourth semesters, students worked closely with staff in identifying and solving unit, as well as patient related problems. Staff and nursing administrators found all these measures beneficial to the units and advancing the quality of nursing services provided.

The grant for the Integrated Preceptorships that provides a model for professional nursing was not funded. However, the plan was implemented with one student in 1982-83 at St. Luke's-Roosevelt Hospital Center. A similar, but modified, proposal is in the planning stage with Presbyterian Hospital. Full implementation of these projects will have a definite impact on advancing the quality of nursing care services.

In addition, the three graduates of the major by the nature of their education, experience, and expected role performance will contribute to the quality of nursing care services.

Dr. Mahoney has been asked to be a consultant to Syracuse University if its grant for a graduate program in Acute Care Nursing is funded.

The Adult and Gerontological Primary Care students directly contribute to patient care through their management of case loads of patients and collaboration with other health professionals.

The development of optimal clinical placements has been and continues to be a major goal for the ANP/GNP Program. It is ongoing, difficult, and often frustrating tasks.

In the first semester, three different sites are used: FIT, Daughters of Jacob, and Rockland State Hypertension Project. These sites adequately serve the needs for 15 students to practice doing complete histories and P.E.'s.

In the next three semesters, the focus of the clinical experience is the assessment and management of stable chronic diseases and selected acute problems. The average student needs close faculty supervision for at least two semesters. In this situation the faculty can handle no more than four students at a time. It is this closer supervision which we feel is one of the program's greatest strengths. This ratio of 4:1 students/faculty also causes many of our headaches. Many clinic settings do not have room for these numbers. We are now beginning to develop joint appointments in several sites such as St. Luke's, North Central Bronx, and Overlook. Nursing Administration at Kings County Hospital has not formally responded to multiple requests for further discussion on a joint appointment. The Associate Director of Nursing has formally indicated that the lack of reimbursement is the issue.

Kings County, St. Luke's, and Harlem have ambulatory settings and are able to handle two to four students at one time. These clinics and their staffs are the mainstay of our program. In addition, we have numerous sites with one nurse practitioner student. New sites

accommodating one or two students this year include Bellevue Walk-in Clinic, 23rd Street VA, Overlook Hospital, World Trade Center, North Central Bronx, Cornell-New York Hospital. Other sites accommodating one student include Morningside House, Comprehensive Family Clinic, and FIT. To summarize in terms of faculty supervision, etc., each faculty has a primary responsibility to beginning level students at the larger medical clinics and is responsible for three to six other sites during the course of a semester.

We continue to look and negotiate for new sites. Among those to be looked at again this Spring are Vanderbilt Clinic, Roosevelt Hospital, Mary Immaculate, and others.

Mrs. Lisanti continues to serve on the Nursing Policy Committee of Presbyterian Hospital.

Mrs. Smith participated in a recruitment workshop organized by the St. Luke's-Roosevelt Hospital Center. Other faculty are involved in recruitment for their respective agencies.

#### Faculty Practice.

Mrs. Smith - per diem, staff, St. Luke's-Roosevelt Hospital Center.

Mrs. Quinlan - half day weekly, Harlem Hospital, Medical Walk-in Clinic

Ms. Garcia - FIT Student Health Center

Mrs. Namaroff - Health Service Senior Citizens Center

### C. Research and Other Scholarly Developments.

#### 1. Research

Mrs. Kellet is co-investigator of "Characteristics of Impaired Nurses in New Jersey 10/81 - 10/83." Research is being carried out through Committee - Staff of New Jersey Board of Nursing.

Mrs. Lisanti is currently preparing dissertation proposal to complete doctoral degree at NYU. "Variables of Chronic Pain/ Perceived Body Space/ Self Esteem." Data collection will begin Fall 1983; she has consulted with Dr. Jackson regarding Rudin funding.

Dr. Mahoney and Ms. Verdisco are co-investigators of "Decision Making as a Predictor of Grade Achievement in a Graduate Nursing Program." Data collection is in progress.

Dr. Mahoney is planning to design and implement a study related to role conflict (student/staff, preceptor/supervisor) when the integrated preceptor project is implemented at Presbyterian Hospital.



Dr. Mahoney serves on Dissertation Committees for three doctoral candidates at Teachers College.

Dr. Mahoney is an education consultant regarding research proposal on education related to Coolies Anemia.

Dr. Mahoney presented her research, "Decision Making by Senior Students in a Baccalaureate Nursing Program," at the Faculty Research Day CUSN.

#### Grants, etc.

Dr. Mahoney was a major contributor in writing the preliminary grant proposal for the Integrated Preceptor Program, and participated with Mr. Zwolski in the development of the program. Currently a similar program is being explored with Presbyterian Hospital.

Dr. Mahoney has written the progress report for the Acute Care Nursing Adult and Child major.

Mrs. Quinlan worked with Dr. Carter (Psychiatric Nursing Division) in developing the Psychiatric Primary Care Provider Grant.

Ms. Verdisco has submitted a proposal to the Dr. Scholl's Foundation for funding to develop courses and provide student aid for a subspecialty in orthopaedics; Acute Care Nursing Adult Program.

Funding continues from both the Teagle and Jephson Foundations for financial aid to students in the Acute Care Adult programs.

#### Publications

M. Donius: Handbook of Medical-Surgical Nursing, Chapters: "Altered Cardiac Vascular & Hemopoietic Systems; "Wiley/Fleschner Publishing Co.; to be published Fall 1983.

Textbook for Adult Nurse Practitioners; Chapter on "Cardio-vascular Nursing;" Wiley Publishing Co.; to be published 1983-84.

J. Flynn: Co-Editor, Handbook of Medical-Surgical Nursing; Wiley/Fleschner Publishing Co.; to be published Fall 1983.



A. Kellett: Co-Author, "The Model Nursing Practice Act," National Council of State Boards of Nursing, Inc., 1982.

"It's Incredible," Alumnae News, CUSN.

Initiated a Newsletter of New Jersey Board of Nursing, "Guidelines for Repealing Unlawful Activities by Licensed Nurses," Vol. 1 No. 1; "Pronouncement of Death," Vol. 2 No. 1

P. Lisanti: Handbook of Medical/Surgical Nursing; Chapters: "Immobility; Disorders of Integument;" Wiley/Fleschner Publishing Co.; to be published Fall 1983.

E. Mahoney: Co-Editor; Handbook of Medical Surgical Nursing; Wiley/Fleschner Publishing Co.; to be published Fall 1983.

M. Smith: Handbook of Medical Surgical Nursing, Chapters: "Nutrition; G P Disturbances;" Wiley/Fleschner Publishing Co.; to be published Fall 1983.

L. Verdisco: Handbook of Medical Surgical Nursing, Co-Author, Chapter "Musculo Skeletal Disorders;" Wiley/Fleschner Publishing Co.; to be published Fall 1983.

A. Villafuerte: Handbook of Medical Surgical Nursing, Chapter; "Neurological Disorders;" Wiley/Fleischer Publishing Co.; to be published Fall 1983.

K. Zwolski: "Preceptors for Critical Care Areas," Focus in AACN, accepted for publication August 18, 1982.

Pharmacological Bases of Nursing Practice, Clark, J., Queener, S.J. and Karb, C. S., C.V. Mosby Co., St. Louis 1982. Book review to be published in American Journal of Nursing.

### Presentations

D. Fernandez, "Pathophysiology of Bed Rest," Presbyterian Hospital, N.Y.

R. Garcia, "Drug Use in Hypertension," Pharmacology Seminar for Nurses-Nurse Practitioners, Wilkes College, Wilkes Barre, Pa.

- A. Kellett, "Nurses Involvement & Political Arena," Momoth Medical Center, New Jersey.

"Role of New Jersey Board of Nursing: Implications of Sunset Law," Seton Hall University School of Nursing Alumnae, New Jersey.

"Nursing and the World of Politics," New Jersey State Nurses Assoc.; Legislative Seminar.

"Pronouncement of Death," New Jersey Board of Nursing 10th Annual Conference.

"Historical Perspectives & Projections," presided as President; New Jersey Board of Nursing 10th Annual State-wide Conference.

"Update on Pronouncement of Death," 80th Anniversary of Nurse Practice Act in New Jersey.

- P. Lisanti, "Decubitus Care," Palm Beach-Martin County Medical Center, Jupiter, Fla.

"Assessment of Orthopaedic Patient," Glen Falls Hospital, Glen Falls, N.Y.

"Decubitus Care," Presbyterian Hospital, N.Y.

- A. Namaroff, "Adjusting to Home Environment," Co-Op City Parkinson's Self Help Group, N.Y.

- E. Mahoney "BSN for RN's" and "Nursing Diagnosis," Palm Beach - Martin County Medical Center, Jupiter, Fla.

"Teaching Across Levels Undergraduate, Graduate, Doctoral Students," University of Texas, Houston, Texas.

"Decision Making by Senior Students in Baccalaureate Nursing Programs," Faculty Research Day CUSN.

"Baccalaureate Education for RN's," Palm Beach - Martin County Medical Center, Jupiter, Fla.

- E. Quinlan, "Physiology of Aging," Manhattan State Hospital: Dept. of Nursing Service, N.Y.

- L. Verdisco, "Compartment Syndrome," New Jersey Recovery Room Nurses Assoc., Atlantic City, N.J.

"Assessment of the Orthopaedic Patient," Glen Falls Hospital, Glen Falls, N.Y.

"The Orthopaedic History; Care of Patients in Traction; Care of Patients in Plaster," Presbyterian Hospital, N.Y.

K. Zwolski, "Critical Care Nursing," Workshop, Pace University School of Continuing Education.

Not included in 1982 Annual Report, but presented March 1982.

E. Quinlan, "Trauma in the Aged," American Academy of Orthopaedic Surgeons, Continuing Education for Nurses, Secaucus, N.J.

L. Verdisco, "Care of Fractured Hip Patients," "Nursing on an Orthopaedic Floor," American Academy of Orthopaedic Surgeons, Continuing Education Program for Nurses, Secaucus, N.J.

### Professional Organizations

All faculty belong to A.N.A. and respective state and local nursing organizations.

The majority of faculty belong to Sigma Theta Tau and their respective college alumnae associations.

M. Donius -	Life Inc., Board of Directors
J. Flynn -	Oncology Nursing Society New York Academy of Science
A. Kellett -	New Jersey Board of Nursing - President New Jersey Board of Nursing & Medicine National Council of State Boards of Nursing - Delegate Area IV Scope of Practice Committee Teaching Nursing Homes, Advisory Committee
P. Lisanti -	Doctoral Students Organization, N.Y.U.
E. Mahoney -	AORN - National & Regional - Tellers Committee Catholic Nurses Assoc. of Westchester Kappa Delta Pi Nurse Media Consortium - President Sigma Theta Tau - Bylaws Committee - Chairperson Research Committee - Co-Chairperson
H. Mellett -	State Board of Nursing New York - Licensing & Examination Committee - Chairperson - Nursing Practice Committee
A. Namaroff -	Council of Primary Care Nurse Practitioners



- E. Quinlan - Primary Care Practitioners (N.Y.S.N.A.) -  
Functional Unit - Secretary  
American Public Health Association  
American Geriatric Society  
Grey Panthers
- L. Verdisco - National Association Orthopaedic Nurses -  
Education Committee  
District Educational Coordinator  
N.Y.C. Chapter National Association Orthopaedic  
Nurses -  
Board of Directors  
Recording Secretary
- A. Villafeurte - N.Y.S.N.A. - District 13 - Nursing Diagnosis Study  
Group  
A.A.U.P.  
New York Heart Association
- K. Zwolski - American Association Critical Care Nurses  
N.Y.C. Chapter American Association Critical Care  
Nurses

#### Other

- M. Donius - Manuscript review "Diabetic Teaching Program,"  
Green & Stratton
- E. Mahoney - Educational Leader Soviet American Clinical Study
- A. Namaroff - Geriatric Nurse Consultant to group of independent  
nurse practitioners, Peter Cooper House
- M. Smith - Manuscript review, McMillan & Baron Publishing Co.  
Consultant: Professional Exam Service, N.Y.  
Texas Educational Consultants,  
employee placement service  
CPR training for recertification of peers
- L. Verdisco - Consultant, American Nurses Association/National  
Association Orthopaedic Nurses - joint committee  
to develop standards of care
- K. Zwolski - Consultant, McMillan Publishing Co., development  
of nursing pharmacology text;  
J.B. Lippincott Co. revision of  
textbook in basic anatomy & physiology

#### D. Interdisciplinary Accomplishments

This is an area for future planning. Interdisciplinary collaboration is inherent in the role of the clinical specialist and is identified in class and carried out in the clinical setting. The

theory component of the Acute Care Concepts course has the potential for being an interdisciplinary course. In Fall 1982, four occupational therapy students and one neonatal nurse registered at Teachers College enrolled in the course. The class composition provided opportunity for collaboration within and between disciplines.

- A. Kellett - Health Council of Washington Heights -  
Legislative Committee
- E. Mahoney - Faculty Council -  
Executive Committee of Faculty Council  
1983-85  
Review Committee, Dept. of Surgery  
CPMC Long Range Planning Committee  
Education and Research
- H. Mellett - Board of Directors, Student Health Service
- A. Namaroff - Washington Heights Council on Aging
- E. Quinlan - Center for Geriatrics & Gerontology;  
Steering Committee; Interdisciplinary Course  
Planning Fellow, Brookdale Institute; participated  
in several seminars;  
CPMC Long Range Planning Subcommittee on Primary  
Care
- L. Verdisco - CPMC Long Range Planning Subcommittee on  
Facilities  
Conference in Patient Care (Tamiment)  
Presbyterian Hospital Planning Task Force
- K. Zwolski - CPMC Long Range Planning Subcommittee; Quality of  
Life

#### E. Faculty and Student Recruitment

##### 1. Faculty

Currently there is an on-going search for faculty for the Medical-Surgical Division. A "word of mouth" search is in progress. The position will be advertised in the New York Times. Faculty participating in the Long Range Planning Task Force are reviewing all applications received; making recommendations for applicants to be interviewed; participating in the interviewing process; and making recommendations for appointment. With the growth of the Acute Care major and the initiation of the doctoral program, it will be necessary to recruit additional faculty at the senior level.

A concerted effort has been made to seek joint appointments with the School of Nursing and agencies used for clinical practice sites to date



- 1) Two joint appointments with staff at St. Luke's-Roosevelt Hospital Center for the integrated preceptor program have been approved.
- 2) Two joint appointments with staff at Presbyterian Hospital are in progress. Applications are complete and currently being reviewed by the Appointment and Promotion Committee.
- 3) Two appointments with staff at Presbyterian Hospital and Maimonides Hospital for the Nurse Anesthesia major have been approved.
- 4) Two curriculum vitae have been received from staff at St. Lukes-Roosevelt Hospital Center. Completion of applications are pending letters of recommendations and interviews.

Ms. Mellett has been actively involved in discussions regarding joint appointments for the Adult Nurse Practitioner major with staff at Cornell, St. Luke's, and Kings's County. In addition, she is working with and evaluating staff at Bellevue and the Veterans Administration Hospitals for joint appointments.

Dr. Mahoney, Mr. Zwolski, and Ms. Verdisco are involved in discussions with Presbyterian Hospital concerning the development of a preceptor program for Acute Care Nursing Adult. If this program is approved, then a major effort will be made to have clinical preceptors (joint appointments) in place by Fall 1983.

If the number of students in the Integrated Preceptor Program (St. Luke's-Roosevelt Hospital Center) grows to include more than four students, then a concerted effort will be made to have additional preceptors in place by Fall 1983. Ms. Bird will be on maternity leave Fall Semester 1983, and depending on numbers of students, her position may need to be filled for Fall Semester 1983.

Recruitment efforts continue to indicate a dearth of doctorally prepared candidates with a strong acute care background, particularly in pediatrics. Dr. Mahoney is the only doctorally prepared faculty member in the major, although most of the other full-time faculty who teach in the major are enrolled in doctoral programs. The need for doctorally prepared faculty, especially in the child component, was stressed by Dr. Phillips during his site visit in February 1983.

Currently Dr. Mahoney and Mr. Zwolski teach the classes in Acute Care Concepts and Acute Care of the Adult I and II (Mr. Zwolski teaches all of the latter). If he has classroom teaching assignments outside of the major, assistance in teaching acute care content will be needed. Some of the critical care specialists who have received joint appointments may

be able to assist in some areas, but an additional faculty member must be considered.

Mrs. Cook teaches the classes in Acute Care of the Child I and is developing the II-level courses. If enrollments increase and/or she has other commitments, an additional faculty person will be needed. Also students in the child major have indicated a need for more pediatric emphasis in acute care concepts. A pediatric advisor is needed for incoming students.

As numbers of students increase, additional faculty/preceptors will be needed. Clinical preceptors for the third and fourth semester courses were selected from master's prepared nurse specialists in the hospital setting. Four preceptors have been selected for joint appointment and additional nominations are planned. A similar approach is being implemented for the child component. Having joint appointees at St. Luke's-Roosevelt Hospital Center who will precept acute care majors (other than integrated preceptor students) will be most helpful.

## 2. Students

Faculty and students actively participate in career/college days and disseminate information at meetings and through formal and informal channels. This year, Ms. Fernandez, Mrs. Kellett, Dr. Mahoney, and Mrs. Namaroff participated in programs designed by the Admissions Office.

On an informal basis, faculty discuss educational programs with staff on the clinical units. Faculty frequently receive inquiries regarding specific programs, which they refer to the Admissions Office; meet with individuals who are interested in applying and discuss programs; and interview prospective candidates. It seems "word of mouth" has become a strong recruiter; many applicants have either talked with students in program or graduates.

The number of applicants to the adult component of Acute Care Nursing has increased. The number has decreased for the child component. Geographical distribution of candidates has expanded and includes Virginia, California, Colorado, Pennsylvania, New England, Germany (United States Army), as well as New York and New Jersey.

Mrs. Namaroff represents the Division on the Admissions and Promotions Committee.

## III. Identifying Specific or Unusual Contributions to:

### A. Undergraduate Program

Acute Care Nursing builds on the undergraduate program. Faculty teach across levels in the classroom and clinical settings. Graduate students are in clinical settings with undergraduate students



in the second semester. This allows undergraduate students to see nurses practicing in an expanded role; to utilize the graduate students as resources; to participate in patient-centered conferences led by graduate students; and to benefit from the emphasis on nursing diagnoses, priorities, outcome criteria, and involvement of patients, families, and other health team members in planning, implementation, and evaluation of care.

As a result of the assignment to undergraduate students in the clinical area, Dr. Mahoney identified the lack of correlation in course content in the second semester of the undergraduate program. A letter was sent to the Curriculum Committee and other appropriate faculty concerning the problem.

One of the acute care majors is the graduate student representative on the Curriculum Committee. As a result of her experiences on the unit with undergraduate students, she has a better understanding of both programs and can contribute meaningfully.

#### B. Graduate Program

Acute Care Nursing expands the graduate program majors and enrollment. The Advanced Nurse Training Grant provides financial support for faculty. The scholarships available to and received by students provide financial assistance to students for full-time study. Also dissemination of information about the student awards can attract additional students.

Ms. Verdisco and Dr. Mahoney have provided input into the proposed graduate majors in Perioperative and Oncology Nursing. Dr. Mahoney specifically attended programs at the AORN Congress in April 1983 that related to graduate education and preceptors in the perioperative setting.

Ms. Verdisco developed a proposal for funding of an orthopaedic subspecialty in acute care nursing. She and Dr. Mahoney have had preliminary discussions about additional subspecialties that could be developed, based on student interest and available resources.

Dr. Mahoney meets with directors of the graduate majors and individual courses to review existing courses, scheduling, and to project enrollments. Faculty advisors in the major submit and update students' program plans to facilitate projection of enrollments in course. Suggestions for change are submitted to appropriate persons.

Dr. Mahoney, Ms. Verdisco, and Mr. Zwolski collaborated with students and agency personnel in implementing the clinical practicum in administration for the three graduating students.

Faculty in the acute care major teach in core shared courses. Dr. Mahoney is a member of the Doctoral Program Task Force and has worked closely with Dr. Munding in program and proposal development.

Health Assessment and Pathophysiology are taken by Adult Gerontology and Acute Care students. The pelvic module including practice session was taken by several PNP students.

Mrs. Kellett has worked closely with Students for Change, serving as their advisor on program development and legislative issues.

### C. Continuing Education Program

This year, at the request of the N.Y.S.N.A. Division of Primary Care, the Medical/Surgical Division co-sponsored a program, "Ambulatory Orthopaedics." Mrs. Namaroff, Mrs. Quinlan, and Ms. Verdisco developed and participated in the program, along with physicians in the Department of Orthopaedic Surgery.

Participants in the Re-entry Program include: Mrs. Donius, Lisanti, Namaroff, and Quinlan; Ms. Villafuerte, Verdisco, Garcia; Mellett; and Dr. Mahoney.

Mrs. Lisanti and Dr. Mahoney presented at Continuing Education Programs at Palm Beach-Martin County Medical Center, Jupiter, Fla.

Mrs. Kellett participated in a Continuing Education Program at Glens Falls Hospital, Glens Falls, N.Y.

A. Namaroff taught a Continuing Education Program at Pace University, N.Y. on ambulatory care.

In summary, all but one full-time faculty member participated in Continuing Education Programs sponsored or co-sponsored by the School of Nursing.

Ms. Verdisco and Mr. Zwolski, in their joint appointments with Presbyterian Hospital and St. Luke's-Roosevelt Hospital Center, respectively, have provided continuing education programs in those agencies.

### Research Program

See II-C.

Several faculty attended the May Rudin Research Day and programs presented by candidates for Division and Program Chairs. Faculty continue to be consumers of research and incorporate research findings into their lectures and clinical teaching.

No student thus far has elected or completed Research III.



#### IV. Goals 1983-84.

##### Overall

- A. Continue to evaluate and strengthen Med/Surg components in Undergraduate Program.
- B. Continue to work with major directors in evaluation of Graduate Programs.
- C. Explore concept of subspecialty areas in Acute Care Nursing Adult.
- D. Increase recruitment efforts for qualified faculty and students.

##### Acute Care Nursing, Adult and Child

- A. Implement both years of the Acute Care Major, Adult and Child.
- B. Graduate increased numbers of students.
- C. Recruit additional qualified faculty.
- D. Increase student recruitment and admissions.
- E. Continue to investigate sources of financial aid for students.
- F. Develop articles and/or research related to the major.

##### Adult/Geriatric Primary Care Practitioner

- A. Continue to develop and strengthen the clinical component.
- B. Refine clinical evaluation methodologies.
- C. Define the program more specifically to the needs of the part-time students.
- D. Expand joint appointments within clinical agencies.
- E. Continue to work on faculty development, especially on the area of research.

## Division of Psychiatric Nursing

The Division of Psychiatric Nursing met the stated goals for 1982-83. Recruitment activities were carried out by Dr. A. Earle, Ms. E. Lennon, and Ms. Mary Ann Feldstein. A research project was designed by Ms. P. buschman, Ms. M. A. Feldstein, and Ms. F. Parker and funded by the Rudin Foundation. The Child Psychiatric and Adult curriculum courses were redesigned to eliminate two credit courses. The curriculum committee approved the changes which were implemented during the 1982-83 academic year.

Dr. E. Carter's assignment to the Admissions Office continued through the 1982-83 academic year. Dr. Poslusny was ill during the Fall semester. Despite heavy assignment, the faculty of the Division continued to contribute to the overall educational offerings of the graduate program and supervise clinical practice. Ms. S. Disbrow taught Theory of Developmental Process in the Fall and Spring semester to thirty-five students. Ms. Feldstein taught Introduction to Family Theory to fifty-four students. Dr. Ann Earle assumed Course Directorship of the Research course sequence in the graduate program and taught thirty students. Dr. Poslusny, Dr. Carter, and Ms. Colson provided Perspectives in Dying, Professional Issues, Foundations of Nursing Research, and Deviations I in the undergraduate curriculum. Additional lectures were given throughout the curriculum.

Ms. Disbrow, Dr. Carter, and Dr. Earle submitted grants to the National Institute of Mental Health. Dr. Carter and Ms. Disbrow's grants were approved and the undergraduate grant written by Ms. Disbrow was funded. The funded grant requires that a new course in psychiatric nursing and a clinical placement be designed. Ms. Disbrow is working on the course content. Exploration of the expanded Adult track to include practitioner skills was done by Dr. Carter. Dr. Elizabeth Martin of the University of Pittsburgh served as a consultant to the projected program.

Joint Appointments - The Division recommended the following people for appointments:

Joan Dreyfus  
Mary Jo Manley  
Jane Roseamilia  
Carol Griffin

The following joint appointees resigned from affiliated agencies during the Spring semester:

Joan Dreyfus  
Irene McEachan

The following Division members were recommended for promotion:

Cherrill Colson  
Mary Ann Feldstein  
Elizabeth Carter



Appointments to Psychiatric Institute were received by the following:

Dr. Ann Earle  
Dr. Elizabeth Carter  
Ms. Susan Disbrow

Publications:

Eura Lennon            Book Review Nursing Outlook, May 1983  
Ann Earle              Completed project for Ethics and Values teaching program.

Presentations:

A. M. Earle            Paper, C.E. School of Public Health, "Nurse in the Mental Health Delivery System"  
M. A. Feldstein       Paper, "Background in Family Dynamics," National Association Pediatric Nurse Associates and Practitioners  
S. Disbrow            Paper, "How the Staff Nurse Copes with the Dying Patient and Family," Palm Beach Medical Center, Florida  
E. Poslusny           Paper, "Ethical Issues by Gerontological Nursing Teachers College," 6/2/83  
E. Lennon             Paper, "Therapeutic Group Process in Geropsychological Nursing," Lyons V.A. Hospital  
                            Poster Session, NYSNA Convention  
C. Colson             Paper, "Adolescent Depression," NYSNA 1982  
                            Paper, "Adolescent Depression and Suicide"  
                            Advocates for Child Psychiatric Nursing

Professional Accomplishments:

Doctoral Study

S. Disbrow -           Teachers College  
M. A. Feldstein -      Teachers College - Certified doctoral candidate;  
                            Completed course work  
C. Colson -            Teachers College

National Committees:

Dr. Ann Earle           Accreditation visitor N.L.N.  
                            Member Review Committee N.I.M.H.  
Ms. E. Lennon           Board Member - District 13 N.Y.S.N.A., Black Nurses Association  
Ms. M. A. Feldstein    Nominating Committee - Sigma Theta Tau

Community Contributions:

Ms. E. Lennon	N.B.N.A., Development of B/P Screening programs
Dr. Ann Earle	Trustee, New York School of Psychiatry

Goals 1983-84

1. Recruitment of students for the Biophysical and Child tracks.
2. Exploration of P.T. students' progress in the curriculum.
3. Develop courses required for the undergraduate grant.



Executive Committee  
Elizabeth Mahoney, Chairperson

Members: Dorothy Allbritten  
Elizabeth Carter  
Barbara Decker  
JoAnn Jamann  
Nancy Jones  
Eura Lennon

I. Goals 1982-83

- A. To develop a mechanism for acquiring and distributing awards to the student body, effective 1983.

An ad hoc committee will be appointed annually by the Executive Committee to determine recipients of School of Nursing awards. In the interim, P. Lisanti and M. Ramphal were appointed to work with Dr. R. Mannetti and R. Ash to request nominations for and determine recipients of awards for May 1983. Names of recipients were sent to the Dean's Office on April 22, 1983.

- B. To provide workshops on Evaluation systems for program (course and curriculum), students, and faculty.

Two all-day workshops (Programs and Faculty Evaluation) and two two-hour programs (Student Evaluation) were held. A form was developed to evaluate the workshops on student and faculty evaluation. The latter program was described as being more specific and informative. As a result of the program an ad hoc committee on peer review was appointed.

II. Activities related to functions.

- A. Act on behalf of Officers of Instruction . . .

The Committee identified areas of actual and potential concern (see I below). Two members of the Executive Committee were appointed to the University Senate Ad Hoc Committee on Government Financial Aid Policy. Executive Committee reports were included in the agenda of each Officers of Instruction meeting, in the Faculty Newsletters, and in memos to faculty.

- B. Appoint Ad Hoc Committees to the Executive Committee.

A Peer Review Task Force was appointed to review the current peer review procedures, process tools, and make recommendations for use in formative and summative faculty evaluation.

- C. Enunciate the change to and set timetables for Executive Ad Hoc Committees.

The committee (B) was charged and scheduled to present findings by June 1983.

D. Receive and review minutes and reports . . .

An Executive Committee member was appointed as a liaison to each standing committee of which she was not a member. Chairpersons were requested to submit minutes of all meetings to the liaison and an annual report for distribution of review by faculty prior to the Annual Meeting.

E. Determine action to be taken on decisions of . . . Committees.

Committee actions were reported at Officers of Instruction meetings and faculty newsletters. Some proposals were referred back to committees for further clarification.

F. Report all transactions at the next Officers of Instruction Meeting.

See A.

G. Fill vacancies on committees until next election.

An interim faculty appointment (through June 1983) was made to the Multi-Media Committee, during the illness leave of absence of one of its members. Faculty vacancies for 1983-84 will be filled as the need arises.

H. Prepare agenda for all meetings of the Officers of Instruction.

Agendas were distributed at least one week prior to meetings. Reports from the Dean, committees, continuing education, faculty discussions, and announcements were planned. Discussions about Student Services, the proposed Doctoral program, and divisional reviews were held.

Reports of meetings attended were included in Newsletters.

Monthly hours for Officers of Instruction/Faculty Discussion were scheduled for 1982-83, so that time was available when needed.

I. Identify issues . . .

Issues of concern to faculty were identified and discussed at Executive Committee meetings. Two Faculty Discussion meetings were held (November 29, 1982 and February 28, 1983) and led by the chairperson of the Executive Committee. Topics included: (11/82) - decreasing enrollment and financial aid, faculty assignments, planned actions of NLN-CBHDP and CDP, and strategies to resolve problems; (2/83) - RN reentry program, Health Benefit Plan, and clinical nursing research. Dean's Forums were rescheduled to alternate with Officers of Instruction meetings and Faculty Discussions in Spring

1983, so that more faculty could attend. The chairperson of the Executive Committee was appointed as a member of the Dean's Advisory Council.

III. The Committee contributed to the undergraduate, graduate, continuing education, and research programs by acting on decisions made by the Curriculum Committee, raising relevant functions to committees, encouraging communication between Curriculum and Admission and Promotion Committees, and planning time on the agenda for reports and discussion of programs.

#### IV. Goals 1983-84

To provide faculty workshops related to computer literacy and use of computer in nursing.



Admissions and Promotions Committee  
Smitri Panwar, Chairperson

Members: M. Bredice  
A. Butrie (Graduate student representative)  
M. Casey (Undergraduate student representative)  
C. Colson  
R. Mannetti  
A. Namaroff  
B. Roper\*

\* B. Roper replaced E. Carter who was previously on the committee.

Number of Meetings held

Total: 12

1. Admissions 10
2. Promotions 2
3. Ad Hoc Grievance Committee did not meet as there was no grievance.

Admissions and Promotions meetings are scheduled the second Monday of every month..

Goals: Ways and means to increase enrollment

1. a. Conducting a pilot study of the forms developed for systematic data collection and evaluation of graduate application for one year 1982-1983.

Progress: Very poor responses so far. The forms are not used.  
To be followed up in the year 1983-1984.

- b. Task force is continuing to work with G. Goldenberg to increase visibility of the school. No article has yet been published. Hope to have one published before the end of the year.
- c. Graduate and undergraduate applicants who do not meet all admissions requirements were reviewed.
- d. Changes in the prerequisite requirements approved by the Curriculum Committee December 21, 1982. Its effects are under study. advanced standing for the PNP majors approved by the Curriculum Committee on March 11, 1983.
- e. Escalated recruitment efforts through Career Workshops, seminars, presentations, visits, etc., attended by Director/s of Admissions, E. Carter and B. Roper, members of the committee and faculty.
- f. Graduate advisor and advisee list developed and circulated.

2. Develop a method and tool for evaluating counselling process as it relates to students who have academic problem.

#### Evaluation of admission policy and procedures.

3.
  - a. A questionnaire was designed and circulated among the directors of the graduate program. The analysis of the returns indicated that the majority of the directors would like to continue with the policies as stated in the school bulletin. However, they indicated that policy number 4 needs editing for the purpose of clarification. The detailed report of the study was forwarded to Dr. Kneeshaw, the Chairperson of the Curriculum Committee.
  - b. Interview guide developed by the members was revised this year. The form is now under review.
  - c. Status regarding non-matriculated students.
  - d. A method for evaluating the impact of changes made in the undergraduate program as it relates to the prerequisite is under study. Hopefully a report will be ready in the near future.
  - e. Enrollment in nursing courses. A list of courses which may be open to students who are not degree candidates was circulated to the faculty.
  - f. Advanced standing for the PNP majors. A copy of the proposal approved by the Curriculum Committee.

Reviewed and made decisions regarding student academic standing and promotion within the program as follows:

#### Fall 1982

Undergraduate  
Graduate

#### Spring 1983

on probation

Accepted the following numbers of applicants:

#### September 1982

Undergraduate 95  
Graduate 162

#### January 1983

37  
19 (16 p/t & 3 f/t)

Statistics for May 1983 admissions from the Admissions Office will be forwarded when available.

The members of this committee wish to thank B. Roper, the Admissions Office staff, all members of the Admissions and Promotions Committee, the Chairperson of other standing committees, and the faculty for their support and assistance.



Curriculum Committee  
Muriel Kneeshaw, Chairperson

Since September 1982, the Curriculum Committee has met seven times.

I. Defined Objectives:

1. To review and use the description of the Conceptual Framework in the NLN Report as a basis for course implementation.
2. To implement the evaluation tools for the graduate program.
3. To review the prerequisites for entry into the Undergraduate and Graduate Programs as well as those required for registered nurses and non-degree students.
4. To complete the biennial evaluation of the Undergraduate Program.
5. To review a pilot evaluation of the direction of the Continuing Education Program.

Progress Toward Meeting These Goals:

Objective 1. The Conceptual Framework was reviewed. The Committee accepted the following:

The common theories/concepts that are inherent throughout both curricula are the Health-Illness Continuum and Developmental Theories, which are implemented by the Nursing Process throughout.

Objective 2. The evaluation tools for the Graduate Program were sent out in the Fall 1982. In Fall 1983 the tools will be revised to facilitate data analysis by computer.

Objective 3. The prerequisite requirements for the Undergraduate Program were revised to include: one course in English Composition; three semester courses in any combination of Biology/Chemistry/Physics with at least two courses having a laboratory component; three semester courses in Social/Behavioral Sciences with at least one Psychology course; and a minimum of two semester courses in Humanities. The prerequisites for the Graduate Program were revised to include: Advanced Standing up to 12 credits in the PNP major for applicants certified by NAPNAP or ANA who have graduated from an accredited certificate program and have achieved a passing grade on the faculty prepared exemption exam which includes theory and practice. Similarly Advanced Standing may be granted to any graduate majors who have met the following criteria: graduated from an accredited certificate program; received individual certification approved and recognized by the professional organization; taken courses for Advanced Standing that are considered



appropriate by the specialty; and are having a clinical component in specialty area at Columbia University School of Nursing.

- Objective 4. The Undergraduate Program was reviewed. Identified problems include: (a) Overall curriculum - a need to return to the focus on nursing process, overlap of content, time-lapse between presentation of theory and clinical application, balance between courses as one course should not distract from all others, the possible imbalance between semesters. (b) Undergraduate Theory Courses - overlap of Psychopathology in Deviations and Determinants, the second and third semester courses are not using the concepts stress, immobility and loss in the structuring of course content, Deviations from Health has never covered maternity although there are many complications in high risk groups, nutritional content (i.e., cultural component and therapeutic diets) is deficient. (c) Undergraduate Clinical Courses - in the fourth semester it is difficult to teach Management Skills if the student has no basic experience in that specialty, Specific modules (i.e., Med/Surg, Mat/Child, Psych/Comm) that include Determinants and Deviations content are needed to coordinate presentation of theory and clinical application, leadership skills in terms of providing care to groups of patients are needed, a choice as to what specialty the student receives the leadership experience is desirable, a "clerkship" as an elective could be helpful in terms of learning skills so the leadership experience would be less overwhelming.

Recommendations to be considered by the course Directors at a workshop 5/18/83 were consideration of abnormal maternity content in Deviations, inter-session clerkships, the relationship of Deviations/Determinants/C.E.'s, the possibility of students having a choice during C.E. III, use of graduate students in Independent Study, Physical Assessment Labs and as preceptors in leadership, the balance of content and the emphasis in each of the four semesters, the possibility of the Nurse in the Health Care Delivery System and Pharmacology being offered each semester so the students may choose when they take such and the inclusion of nutritional content.

- Objective 5. The pilot evaluation of the Continuing Education program revealed financial difficulty. Many programs done this year were not done for financial gains. Programs offered were perceived as necessary, important and appropriate by the students, and faculty were pleased with the results.

## II. Activities Related to Functions:

- A. Proposed Course Revisions Pertaining to Undergraduate Program Requirements: Difficulty in achieving the objectives of C.E. III will be addressed May 18, 1983 at the Course Directors workshop.
- B. Proposed Course Revisions Pertaining to Graduate Program: In the joint program, Research II is required for all students enrolled in the School of Nursing. In the Psychiatric Community Health (Adult) major Psychological Assessment was incorporated into M6582 and M6584. In the Psychiatric Community Health (Child) major M6578 was incorporated into M6570 and M6575. Research III was revised to a 3 or 6 credit course (1 or 2 semesters) with one grade to be given for the course (either 3 or 6 credits). Perinatal Family Assessment II course title was changed to Perinatal Nursing II.
- C. Proposals Pertaining to New Program: Accepted proposals were:
  - Community Health Nursing - 3 credits, 6000 level
  - Alcoholism - 3 credits, 400 level
  - Cancer Prevention - 3 credits, 600 level
  - Nutrition in Clinical Nursing - 2 credits
  - 5/23/83 Research guidelines - implemented by new Director of CNR when appointed.
- D. Follow-up on Recommendation from the Evaluation of the Graduate Program May 1982: Guidelines for the Functional Minors are:
  - 1) For Education and Administration -
    - A generic course within the School of Nursing
    - A second course determined by advisement
    - A third course with supervised application of teaching/administration that may/may not be part of regularly scheduled clinical experience

(The first, second, and third courses may be taken concurrently.)
  - 2) For Research -
    - Research III may be taken for 3 to 6 credits and another measurement or computer course is recommended for the additional 3 credits.
    - The 9 credits for this functional minor do not include the 6 credits from Research I and II.
    - A formalized committee is to be established before the student completes Research II. The committee selected by the student is to be composed of a clinical content advisor and a research methodologist. (It is recommended that the Director of Clinical Research serve as an Ad Hoc member to all committees.)



- E. Review of the Proposed Doctoral Curriculum: The proposed curriculum for a DSN (90 credits post BS or 30 credits post MS at Columbia University School of Nursing) which includes Research (19 credits minimum post BS or 9 credits minimum post MS), Practice (42 credits post BS or 9 credits post MS), and Science Cognates (20 credits minimum post BS or 3 credits minimum post MS) was accepted.

III. Contributions made to the Graduate, Undergraduate, and Continuing Education Programs:

- A. Emphasis was given to the evaluation process.
- B. Flexibility in the requirements for admission was a focus.

IV. Goals for Academic Year 1983-84:

Objectives:

1. To complete the biennial evaluation of the Graduate Program (January 1984).
2. To continue curriculum review of the Doctoral Program (September 1983).
3. To review the evaluation tool for Graduate/Undergraduate Alumni (September 1983).
4. To continue to evaluate the Continuing Education Program (May 1984).
5. To review "Cooperative Combined, Program Plans." (March 1984).
6. To review any curricular changes for publication in the new school bulletin (February 1984).
7. To review the residency requirements (November 1983).



Faculty Appointments and Promotions Committee  
Mary D. Smith, Chairperson

At our first meeting (September 13, 1982) the goals were reviewed and priorities for the year established:

1. Develop, have approved by faculty, and distribute copies of criteria for appointment and promotion by May 1983. (Accomplished - April 1983)
2. Refine procedures for committee functioning, such as timetable for submitting credentials, etc., by December 1982. (Accomplished - November 29, 1982 through Officers of Instruction report)
3. Investigate Peer Review as standard faculty evaluation procedure by May 1983. (Not accomplished. Task Force appointed by Executive Committee in March 1983.)
4. Year-round meeting schedule. (Accomplished - 1983)

The committee met at least once a month and will continue to meet throughout the summer term. Dr. Elsa Poslusny, elected to complete the term vacated by Dr. Messler at the Associate Professor rank, was welcomed to the committee meeting in January. Unfortunately her term of office expires after the summer term as will that of Nancy Jones at the Associate in Nursing rank. Along with these two vacancies, a vacancy at the Assistant Professor rank will be created by the resignation of the committee chairperson at the end of the Spring term. This latter vacancy will be filled by action of the Executive Committee, but the effect will be that only Mrs. D. Jackson, Assistant Professor, will be a continuing member of the committee until August 1984.

As noted in the goals above, this year's work has consisted of developing and distributing the criteria for appointment or promotion to five ranks with unmodified or clinical titles, and attempting to clarify procedures for junior ranks. Rank recommendations were forwarded to Dean Jamann for the following categories:

1. Appointment - 1 Instructor
2. Promotion - 4 Associate in Nursing  
2 Assistant Professor (modified)  
2 Associate Professor
3. Joint Appointments - 5 Psychiatric Division  
2 Med-Surg Division  
13 MCH Division

Although all committee members do not agree, the chairperson believes there is a need for further clarification by the Dean of the process and procedures, especially at the senior ranks. Some guidelines, along with pages 55-57 of the Faculty Manual and the criteria distributed by the FAPC, should

help to standardize and facilitate the process. Therefore, I recommend Dean Jamann distribute guidelines specific to preparation for appointment or promotion to senior ranks.

My thanks to Dean Jamann and committee members for their sincere interest in bettering the welfare and communication process among their peers.

Multi Media Committee  
Kathleen Buckley, Chairperson

Members: Jeanne Brossart  
Cherrill Colson  
Anne Kellett  
Nancy Kulb  
Elsa Poslusny

Executive Committee Liaison: Eura Lennon

Media Center Liaison: Harriet Grossman

Special Goals 1982-83

1. Develop a workshop for faculty related to use and development of computers in nursing education.

"Computing has become a new imperative in education," asserts Computer Literacy, a new book from Academic Press embodying the proceedings of a conference sponsored by the Federal Government's National Science Foundation.

Many CUSN faculty, aware of this changing educational emphasis, petitioned the committee to develop a workshop.

2. Develop a process for the purchase and review of software.

This task was mandated by the Executive Committee in 1981-82. The committee has made an effort to coordinate the process by including Harriet Grossman as Health Science Campus Media Center liaison. The committee is developing a procedure for reviewing and recommending of audiovisual software for purchase. It is anticipated that the procedure will be ready for implementation in Fall, 1983. However, since the committee does not have a budget, we feel that we cannot make decisions regarding priorities for purchase, nor can we guarantee the purchase of recommended software.

Projected Goals 1983-84

1. Implement the policy on recommending audiovisual software for purchase.
2. Continue faculty update in expanded media technologies.
3. Provide support to faculty in developing their own media.



Nominating Committee  
Eileen Quinlan, Chairperson ('84)

Members: Nancy Kulb ('83)  
Eura Lennon ('84)

I. Objectives for the 1982-83 Academic Year -

To establish and maintain a process which facilitates timely and open election of a faculty to the committees which are mandated by the School of Nursing Bylaws.

II. Activities Related to Objectives -

- a) Nominees were sought and one faculty member was elected to a three-year term in the Faculty Council. These activities took place in February, March 1983.
- b) Nominees to fill current vacancies (as of June 1983) are being sought and elections will be held May 23, 1983.

III. The Committee's contributions to undergraduate, graduate, and Continuing Education programs are limited to assuring the election of faculty representatives from each program to committees as specified by the Bylaws.

IV. The Committee's goal for 1983-84 are:

to continue to implement the nomination and election processes for the Officers of Instruction;

to investigate mechanism for absentee ballot.

Development Committee  
Dolores Jackson and JoAnn Jamann: Chairpersons

Members:	Susan Alexion	Charmaine Fitzig
	Rosemary Ash	Bettie Jackson
	Sarah Cook	Jane McConville
	Barbara Decker	Helen Pettit
	Susan Disbrow	Staff member - CPMC Fund
	Ann Earle	Jerry Vorse

Objectives for 1982-83 year

1. To continue to identify prospective donors and encourage their support.
2. To increase the financial base of the School through lucrative fund raising activities.

Progress

Goal #1 - Jerry Vorse joined the CPMC Fund on December 13, 1982 and was appointed to work with the School of Nursing to identify key donors and to follow up on suggestions from committee members. He met with Dean Jamann biweekly and with other members less frequently to review the status of individual prospects and to develop strategies for action.

Goal #2 - The Annual Student Aid Benefit was held on April 13, 1983 at the Faculty Center. Rosemary Ash coordinated the activity with Mrs. Jean Dobbins assisted by a committee of loyal alumni. The event was very successful--exceeding last year's proceeds. Fourteen thousand dollars was raised with expenditures at three thousand five hundred dollars.

The committee voted to continue the event and began planning for next year.

The Annual Giving Fund, under the direction of Susan Disbrow and Jane McConville, sent the annual appeal letters in January and organized a phonathon for four evenings in late winter with Faculty, students, and alumni volunteers. The pledged proceeds were in direct proportion to the number of callers, which numbered from six to ten on each night.

It was suggested that perhaps next year we might pay students with special aptitude for promotion to make calls.

Susan Alexion was in charge of bequests, wills, and grants. She was also the key coordinator of the phonathon follow-up.

A tabulation of the amounts received will be prepared for the first September meeting.

Goals for 1984

A "million four" in '84.

To engage a higher percentage of faculty in active fund raising activities.



### Task Force on Doctoral Education

During 1982-83 the task force met monthly. Membership on the task force included all doctorally prepared full-time faculty (14) and Professor Barbara Decker, who is at the dissertation stage in her doctoral program and has a strong interest in participating.

During the Fall semester these goals were accomplished:

1. Faculty research survey
2. Needs assessment
3. Survey of existing doctoral progress within Columbia University and new criteria for student admission and progression
4. Survey of other DNSc program curricula and student progression
5. Consultation with Dr. Faith Price, DNSc.

During the Spring semester these goals were accomplished:

1. Decision to pursue DNSc. approved by Officers of Instruction.
2. Curriculum plan developed by task force and approved by Officers of Instruction.
3. Course development begun.
4. Written proposal for Columbia University and State approval begun.
5. Updated faculty research survey.
6. Faculty doctoral preparation survey
7. Library and computer resource survey completed.

#### Goals for 1983-84:

1. Complete proposal for submission to Faculty of Medicine by December 1, 1983.
2. Seek and incorporate recommendations from nurse consultants.
3. Complete curriculum development.
4. Revise proposal as needed to secure Columbia University approval by May 1984.
5. Revise proposal as needed and submit to New York State Education Department by June 1, 1984.

Student Services Division  
Dr. Rachel Mannetti, Assistant Dean

The Student Services Division is responsible for the delivery of services related to academic, professional, and co curricular aspects of student life. The continuing objective of the division is to provide these services in an effective, efficient, and humanistic manner, providing for recognition of students as individuals, as well as for group needs, interests, and goals.

Consistent with this objective, some of the goals for 1982-83 were:

1. To increase enrollment in the baccalaureate program and to provide for Spring term entry to a full-time program of study.
2. To continue development of internal information systems.
3. To expand and improve written sources of information available to students.
4. To develop an integrated Student Association to serve the entire student body, graduate, and undergraduate.
5. To continue to develop closer relationships between the school and its alumni.

Activities related to the first two goals were largely a function of Admissions and Financial Aid and will be discussed in the report of that office below. In addition to the admission and financial aid information systems, a process developed and maintained by the Assistant Dean and staff provides for entry of student academic planning data into the internal information system. These data are available to facilitate administrative planning for optimal use of faculty and other resources.

In another activity related to enrollment, the Assistant Dean developed and monitored policies and procedures to permit the enrollment of non degree students. Sixteen such students enrolled in Autumn term. Policies were reviewed, evaluated, and revised as necessary. Non degree student enrollment for Spring term was seventeen.

Written materials prepared for students by the Assistant Dean and staff included a guide to preparation for the professional nurse licensure examination and the first edition of the Student Handbook. The handbook provides a guide to academic and co curricular matters and will be distributed to all new students enrolling in Autumn term 1983 and thereafter.

Another source of written information for students is the Student Newsletter, inaugurated this year. The Newsletter is prepared by students, with the guidance of the Director of Student and Alumni Affairs.

The fourth and fifth goals were specific to the Office of Student and Alumni Affairs and will be discussed in the report of that office below.



Admissions and Financial Aid  
Barbara W. Roper, Director

1. Admission and Financial Aid procedures were evaluated and redesigned for a word processing system. Inquiries, application information, missing data, as well as other appropriate reports are now processed and generated through the word processing system.
2. Plans are under way for the transfer of the admission and financial aid systems to a computerized system (Focus) which is scheduled to begin in the Fall of 1983.
3. The first January undergraduate class was admitted in 1983. This class will complete the program in 16 consecutive months. Thirty-seven students were accepted and 27 have enrolled.
4. The Admissions and Financial Aid Offices were combined under a Director of Admissions and Financial Aid. An assistant Director, whose primary area of responsibility is Financial aid, was employed in April 1983.
5. Procedures for admission of special students were evaluated and appropriate changes were made.
6. Plans for a combined curriculum option (3-2) and cooperative curriculum option (2-2) were formulated. Negotiations are currently under way with several colleges to offer such options.
7. Recruitment activities included 43 college visits, ten hospital and/or nursing school visits, eight conventions and conferences, three high school career nights, and four workshops held at Columbia University School of Nursing.
8. Undergraduate students accepted for classes entering in September 1982, January 1983, and May 1983 = 133.  
  
Graduate students for the same period = 184.
9. One hundred two undergraduate and 94 graduate students were awarded financial aid from Columbia. thirteen graduate and 27 undergraduate students received Nursing Loans and 20 undergraduate students received National Direct Student Loans.
10. Procedures for admission of foreign students were formulated and are being used and evaluated.

#### Financial Aid

Students applying for financial aid must file a Financial Aid Form with the College Scholarship Service to be considered for assistance. Currently 70 percent of all students receive some form of aid. Recent changes in legislation which affect graduate students allow them to borrow up to \$8,000 per year if desired. graduate students may still borrow \$5,000 from the Guaranteed



Student Loan and an additional \$3,000 from a new program known as Auxiliary Loan to Assist Students in New York, and the PLUS loan in New Jersey and Connecticut.

Funds still exist for 1983-84 financial aid applicants. Any student who may be hesitant to file, thinking they are too late, should be urged to complete an application as soon as possible. They still will be considered for every applicable aid source.

The Financial Aid Office is undertaking the compilation of an outside scholarship information file. Any information which may be passed to students regarding alternative funding sources should be forwarded to the Financial Aid Office.

Registration and Advisement: Registration for Autumn 1983 is scheduled for Thursday and Friday, September 1 and 2. Packets will be available in Sturges from 9 a.m. to 5 p.m. In addition, plans for early registration for the following semesters have been made: Spring term 1984--December 1 and 2; Summer term 1984--April 26 and 27.

An orientation meeting for new faculty advisors is scheduled for 3 p.m., Monday, August 29, in Maxwell Hall, Room 250. Anyone who wishes to attend is welcome.

Student and Alumni Affairs  
Rosemary L. Ash, Director

I. 1982-83 Goals and Activities

1. Continue to develop closer relationships with alumni and Alumni Association.

Progress was made toward this goal through the following activities: five regional alumni programs; four alumni lectures on the Health Sciences campus; three alumni programs at state conventions; two programs with dialogue between the students and alumni on issues in the health care field.

In addition, a holiday party was held for the student body sponsored by the Alumni Federation of the Health Sciences Campus.

Also, one baccalaureate student and one master's student were recruited to be members of the Executive Board of the Alumni Association.

2. Establish a unified student council for undergraduate and graduate students.

Progress was made toward this goal throughout the year, culminating in the approval of the new set of bylaws changing the student organization from its previous structure to a unified council. The new bylaws were approved by the total student population enrolled in the Spring ter, 1983. They allowed for equal representation of our master's and baccalaureate populations.

3. Continue leadership role in fund raising activities of school, particularly Scholarship Benefit as Chairperson, and Annual Fund solicitation.

The April 1983 Benefit was quite successful in terms of its net yield for the annual student scholarship fund, surpassing the 1982 mark. Fourteen thousand dollars was raised with expenditures kept at the same level as 1981, three thousand dollars.

Once again, students participated in the annual fund solicitation for each of the calling sessions from our Dean's Office. The student volunteers were a positive force for the school in terms of contacts made with our alumni; some contacts being made with alumni for the first time.

4. Prepare a proposal for space allocation and renovation to improve the communications and social interactions of the student body.

A proposal was prepared and submitted to the Dean in mid-November 1982. Two students were involved in some of the research.

5. Continue to represent School on residence/housing issues and decision-making groups.

Students and Alumni Affairs continued to do liaison work with the Central Housing Office in order to better serve the residential needs of the nursing population. Also, there was continuous coordination with the Office of Housing and Real Estate for the Presbyterian Hospital.

## II. Highlights of other Accomplishments within the area of Student/Alumni Affairs for 1982-83

### 1. Student Recruitment

There was collaboration with the Director of Admissions and Financial Aid to arrange for students and alumni to participate in admissions workshops for recruitment purposes.

2. Direction and implementation of new student orientation programs in September 1982. and January 1983.
3. Management of all graduation activities for the School.
4. Direction and implementation of programming in the areas of career development, social activities, and educational forums for the students.

## III. Goals for 1983-84

1. Continue to develop alumni programs where possible, and promote identification between the student body and the alumni.
2. Facilitate the expansion of the unified Student Association of graduate and undergraduate students.
3. Direct and implement two new student orientation programs, with increased emphasis upon the January class.
4. Continue to develop administrative network with the Health Sciences Campus Central Housing Office, and advise on matters related to residence/housing issues.
5. Facilitate the services provided to nursing students through the position of administrative representative to the Board of Governors of the Student Health Service.

## IV. Goals for 1983-84

1. To facilitate the transition to the revised billing procedures with minimal difficulty for students.



2. To develop and implement a plan for early registration and to further explore advantages and disadvantages of mail registration.
3. To continue to provide for improvements in academic advisement.
4. To facilitate planning for the potential move to a new site for School of Nursing offices and student housing.
5. To increase the number of applicants to the baccalaureate program and continue enrollment of classes in Autumn and Spring terms.
6. To increase the number of applicants for full-time study in some of the clinical majors in the master's program.
7. To implement a computerized system for treatment of all admissions and financial aid data.
8. To develop systematic procedures for the evaluation of recruitment activities.
9. To facilitate the development of cooperative and/or combined curriculum options with other colleges and universities.

Administrative Services  
Susan E. Alexion, Assistant Dean for Administration

The areas of business services and personnel services continued to work towards the provision of timely, cost effective and expanded assistance to all members of the faculty and staff.

On-going activities within the business area include monthly and quarterly reporting of all expenditures by source of funding. This year, the reporting was expanded to include quarterly analyses of restricted funds. Reports are circulated to those administrative personnel responsible for the activity. Various internal budget control mechanisms were expanded and accounting data has been entered into a computer data base. Of great significance is the development of a computer-based tracking system for reconciliation of financial aid awards. New reporting mechanisms generated by the University Controller's office have added to the enhancement of budget monitoring and expenditure control.

The Dean's office worked closely with members of the staff of the Vice President for Health Sciences in preparing FY 1984 budget materials. Several new approaches were undertaken in the presentation of the fiscal aspects of the School of Nursing. The long-range objective is to maintain the unit as a visible and fiscally sound one. With the aid of the data bases developed, more accurate projections of revenues and expenditures are now possible.

Two systems which overlap both business and personnel services were developed and implemented. These are an admissions application processing system and a student records system. They have not only streamlined the clerical tasks related to both units but have enhanced decision making capabilities. The systems provide accurate and up-to-date data on applicant pools, enrollment plans, as well as programs of study for enrolled students. These data are utilized in projecting revenue forecasts and developing course staffing requirements. The student records system will be of additional significance as the number of enrolled part-time students increases.

The 1983 Alumni Annual Fund, for a second year, was administered by the Dean's office. Building on the data base established during the 1982 campaign, all donations and pledge commitments are being processed on a timely and efficient basis. A monthly reporting mechanism has been designed to monitor the progress and effectiveness of the campaign. As a part of the 1983 campaign, a new informational handout (SNC Supplement) was produced and used as an enclosure in the mailing of appeal letters.

In the area of personnel services, emphasis has been placed on the continued development of the delivery of centralized support services. Following the introduction of the first word processing equipment in spring, 1982, all members of the support staff were provided the opportunity to acquire this new skill. Approximately a third of this staff has achieved some level of expertise. New hires have either presented this expertise upon employment or quickly acquired it on the job. Presently, half of the staff is capable of equipment operation.



The word processing center has four units in daily operation. A fifth will be added in Maxwell Hall during August. Most course syllabi are now on the system. Those not entered in 1982-83 will be entered in 1983-84.

Staff assignments are made on the basis of task and skill capabilities. Six are assigned to the divisions, two to the central services and the remainder to the various administrative offices. As word processing capabilities expand, the staff will become more efficient and have the ability to handle additional tasks.

The development of the admissions application system is perhaps the most significant contribution in this area. It was a monumental undertaking which required extensive system design, the production of a reference manual, as well as reorganization of the clerical task assignments handled by the Admissions office staff. It has laid the foundation for the transition to a mainframe computer system which is scheduled for implementation on August 1, 1983. A series of monthly reports are generated to facilitate application follow-up and to monitor the admission/enrollment cycle.

A companion to the admissions system is the financial aid application processing system. Although this system has not been completed, enough of it was implemented to help aid the 1983-84 award processing cycle.

Several large reports and proposals were prepared by the Center. The more notable ones include the NLN Self-Study Update done in September, the School's 1981-82 Annual Report, and the Student Handbook. Our improved capabilities provide not only editorial ease during the preparation stage but a finished product which is a visible credit to the School.

A number of promotional items were developed and produced "in house."

#### Goals for 1983-84

Goals for the coming year are "next stage" as the on-going evolution of support services continues to become more sophisticated and electronically oriented.

Efforts will continue to develop viable fiscal plans for the School. To assist with these plans, the financial management aspects will be enhanced and further refinement of the internal cost controls developed.

The two data base systems implemented in 1983 will be expanded as required by changing needs. Development and implementation of an interface with the University-based student records system will be a priority.

Administrative and support staff personnel will continue to be prepared and trained in the techniques required for the management of the systems developed and to build their abilities to implement time and cost-saving alternatives for on-going operational tasks.

Plans for the relocation of the School offices from Maxwell Hall will continue to be developed.



Efforts to expand the scope of the Annual Fund will be undertaken and applications for challenge grants prepared. Research in locating and approaching new sources of external funding will continue.

## Columbia University Nursing Consortium

Members: Lenore Appenzeller, St. Luke's-Roosevelt  
 (Chief Executive Hospital Center  
 Officers) Ione Carey, visiting Nurse Service of New York  
 Nora Corcoran, Morristown Memorial Hospital  
 Martha Haber, Presbyterian Hospital  
 Lucie Kelly, School of Public Health  
 Irene McEachen, St. Luke's Hospital  
 Mary Linder, Overlook Hospital  
 Madonna Stack, Roosevelt Hospital  
 Joan Trendler, Helen Hayes Hospital  
 John payne, Harlem Hospital Center  
 Barbara Stevens, Teacher's College  
 Diane Wattenmaker, N.Y.S. Psychiatric Institute

### 1982-83 Goals

1. Evaluate quantity, type and benefit of use of the Consultant Resource Booklet. An informal survey of the participating agencies indicated that the use of the booklet was uncertain. Nevertheless, the resource was viewed as a valuable one. The information was put on a word processor at the School of Nursing for the 1983 edition. Supplements will be done on a quarterly basis.
2. Continue to clarify and strengthen the clinical faculty positions by defining: 1) section and appointment process and procedures, 2) responsibilities and reporting relationships, and 3) evaluation mechanisms and procedures.

During the first six months of the year data was collected and information shared concerning the current status of joint or shared appointment. The activities of those with current shared appointments were reviewed. Several draft statements were reviewed and discussed. The approved working statement on Dual Appointments was distributed in November 1982, and is being used as the foundation for clinical appointments. See attached statement of dual appointments for 1982-83.

3. Coordinate clinical nursing research projects.

Several research projects are currently being supported by Rudin Clinical Nursing Research Funds of the School of Nursing. See Clinical Nursing Research Program Report.

4. Plan recruitment and retention programs for professional nurses.

With the current economic change the urgency for recruiting staff nurses is not as great. Nonetheless, several joint recruitment efforts were launched by the Presbyterian Hospital in the City of New York and the School of Nursing. St. Luke-Roosevelt Hospital Center

and the School of Nursing cooperated in several recruitment efforts at conventions, job fairs, etc., and initiated the integrated preceptorships concept of Dean Jamann to meet both recruitment and retention needs for advanced Nurse Clinician. The New York Psychiatric Institute and the School of Nursing cooperated in developing and implementing a work-study plan to recruit minority nurses into this specialty area.

5. Explore common standards and procedures of nursing practice.

Educational Directors began to meet in group discussion to explore ways of meeting this objective. Participants included:

Carol Bauer, Morristown Memorial Hospital  
 Mary Ann Burgunder, The Presbyterian Hospital  
 Joan Dreyfus, Psychiatric Institute  
 Donna Gaffney, Overlook Hospital  
 Bettie Jackson, School of Nursing  
 Rita Klemkowsky, Morristown Memorial Hospital  
 Mary Jo Manley, St. Lukes-Roosevelt Hospital Center  
 Joanne Merry, School of Nursing  
 Mary Munding, School of Nursing  
 Arlene Perino, Morristown Memorial Hospital  
 Jean Tribulski, Overlook Hospital  
 Carlether Robinson, Harlem Hospital

#### Other Activities

1. Several cooperative continuing education programs were offered this year. See Report of Continuing Education Program.
2. Agency Newsletters and publications were exchanged.
3. Educational Directors met at the consortium meetings to plan cooperative education programs, share information and resources, and to begin to establish common standards.
4. Chief Executive Officers shared information of organizational structures and functions, strategies for developing professional attitudes and practices, and patient classification systems.
5. Dual Appointments for 1982-83 with the School of Nursing and:

Harlem Hospital -  
 Carlether Robinson

Helen Hayes Hospital -  
 Caroline Pendzick



## Presbyterian Hospital -

Jane Anderson  
Doris Barker  
Penelope Buschman  
Carol Brown  
Gloria Cailender-Green

Martha Haber  
Jane McConville  
Betty J. Smith  
Loretta Verdisco

## New York Psychiatric Institute -

Elizabeth Carter  
Cherrill Colson  
Joan Dreyfus

Anne Earle  
Caroline Griffin  
Diane Wattenmaker

## St. Luke's-Roosevelt Hospital Center -

Lenore Appenzeller  
Catherine Andreoli  
Nancy Bird  
Susan Blizzard  
Barbara Brennan  
Ruth Clark  
Judith Cox  
Theresa Doddato  
Caroline Howell  
Jeanne Kobritz

Claudia LaTouche  
Iren McEachen  
Mary Jo Manley  
Florence Parker  
Jane Rosamilia  
Madonna Stack  
Anne Stein  
Elsie Svozil  
Sandra Woods  
Kenneth Zwolski

1983-84 Goals

1. Continue to revise and publish Consultant Resource Booklet.
2. Establish a research network within the Consortium.
3. Expand knowledge of management of patient care with the D.R.G. system.
4. Increase knowledge of the use of computer technology in nursing.
5. Continue to explore common standards and procedures of nursing practice.
6. Increase graduate program development (advanced nurse training) through cooperative planning and implementation.

## APPENDIX A

Total Number of Faculty

<u>Ranks</u>	<u>Full Time</u>	<u>Part Time</u>
Professorial	4	
Associate Professorial	2	1
Assistant Professorial	17	6
Associates	17	16
Instructors	5	23
Lecturers		2
Research Associates		1
	<u>45</u>	<u>49</u>

## APPENDIX B

## Student Enrollment Figures for

	<u>Fall 1982</u>		<u>Spring 1983</u>		<u>Summer 1983</u>	
	<u>Full Time</u>	<u>Part Time</u>	<u>Full Time</u>	<u>Part Time</u>	<u>Full Time</u>	<u>Part Time</u>
Undergraduate						
Entering:						
Basic	43	2	23	2	0	0
RN	1	7	0	2	0	0
Returning:						
Basic	84	11	128	6	22	2
RN	<u>1</u>	<u>5</u>	<u>2</u>	<u>5</u>	<u>0</u>	<u>4</u>
Total	129	25	153	15	22	6
Graduate						
Entering:	65	43	2	13	0	1
Returning:	<u>57</u>	<u>17</u>	<u>90</u>	<u>68</u>	<u>35</u>	<u>44</u>
Total	122	60	92	81	35	45



Report of the Medical-Surgical Division  
Task Force on Joint Appointment

Helen Mellet, Chairperson

Membership: Therese Doddato  
Roxann Garcia  
Kenneth Zwolski

The Joint Appointment Task Force met five times this past year between September 20, 1982 and December 14, 1983. The objectives of the task force were:

1. to identify criteria for faculty appointment as a joint appointee.
2. to determine the needs for joint appointees within the division for the next five years.
- and 3. to look for, select, and make recommendations for persons who are potential candidates for joint appointments.

The task force was assisted considerably by work done by two previous task forces that met to look at the overall needs of the school (L. Verdisco, B. Mahoney--1978, A. Namaroff, B. Mahoney--1980).

Findings

Objective 1 - to identify criteria for faculty appointment as a joint appointee.

The policy of the University in this regard can be found in the faculty manual. The task force clarified certain points with administration. The stated criteria are applicable to any candidate who is applying for a faculty position. In other words, no distinction is made between full-time faculty and joint appointees.

In terms of educational requirements, the present policy of the University as interpreted by Dr. Jamann is that a master's degree is the minimal credential required for a joint appointment, except in the rare case of an extremely qualified and outstanding individual.

The task force addressed how this might affect our division. With regard to the nurse anesthetist major, there is a dearth of master's prepared nurse anesthetists to be faculty, either full-time or joint appointees. There are a number of CRNA's who are clinically competent but not master's prepared.

Objective 2 - to determine the needs of the division for joint appointments within the division for the next five years.

The needs for joint appointments within the division are most pressing in the graduate program, particularly in the Acute Care, Anesthesia, Adult/Gerontology Primary Care tracks. For purposes of clarity these areas will be discussed separately. It should also be noted that the number of applicants

that can be accepted in the above tracks is directly related to the number of clinical sites available.

Often in the case of a joint appointment the availability of a new clinical site is directly attributable to the appointment of an agency employee.

#### Anesthesia Track

In the first year of the Anesthesia major, the required faculty ratio is 1:1. This is a requirement of the national certifying body. In the second year clinical, one CRNA preceptor is needed for two students. With the present number of faculty to teach in this program, only eight students can be accepted each year.

By summer 1983, there will be sixteen anesthesia students in clinical. To precept these students, three additional faculty are needed by June 1983.

Recommendation #1 - In the situation of a CRNA considered by nursing faculty to have teaching ability and clinical competence, certification as a CRNA should be considered a strong supporting credential in the absence of a master's degree.

#### Acute Care

Given the ideal of one preceptor per two students and based upon a consideration of future enrollment projections, it is estimated that the acute care program will require approximately five joint appointees.

Two joint appointees have been nominated thus far. One will be involved mostly in the administrative aspects of the Integrated Clinical Practice Preceptor Program and will have limited involvement in directly precepting students on a one-to-one basis. The other nominee will be available to precept up to two students per semester in the CCU at St. Luke's Hospital. Whether this second nominee will be available to precept graduate students outside the Integrated Practice Preceptor Program remains to be determined.

Three additional persons are presently precepting students at Presbyterian Hospital; neither of these three preceptors, at present, has been considered for joint appointment.

Recommendation #2 - The task force recommends that all these clinicians presently involved in precepting our graduate students who meet the requirements for joint appointment be nominated for joint appointment, if they have not already been nominated. In addition, it is recognized that other potential preceptors need to be identified and nominated. Hopefully, four additional joint appointments can be made by September 1983 and one or two additional after that in order to meet the needs of the major.



### Adult/Gerontology track

In the Adult/Gerontology track there is one joint appointee whose salary is in part reimbursed by Columbia University. In the Spring 1983 semester, several additional clinical preceptors will handle the equivalent of one full-time student. With the present number of students in the track, no additional joint appointees are needed. However additional students would require additional faculty.

Recommendation #3 - that the two new clinical preceptors - Judy Hupcey, R.N., M.S. (St. Luke's and Stasi Lubansky, R.N., M.S., be nominated for joint appointments in Spring 1983.

Recommendation #4 - new clinical preceptors at the V.A., Bellevue and North Central Bronx Hospital be considered for joint appointments after working with students for a period of time.

Within the framework of the needs of the division and the process by which recommendations are made, certain discussion points arose within the task force:

1. The need of a joint appointee to have freedom from conflict with agency responsibilities when working with students.
2. The need for the School of Nursing to recognize the reciprocal nature of the relationship and to identify areas in which it might appropriately meet needs of joint appointees.
3. A clear mechanism for proposing candidates is needed.

With regard to the first point, the task force proposes that joint appointees have a contractual agreement with the School of Nursing. This could take the form of a letter of agreement which should include a job description. Below is a model job description which could be modified to particular needs.

- a) Precepts one to two students at a time in the clinical setting by providing clinical instruction, supervision, and evaluation of performance based on course objectives.
- b) Serves as a role model to students through own clinical practice.
- c) Collaborates with other faculty and agency staff in planning overall student experiences.
- d) Interprets specific objectives, learning experiences and level of students to agency staff.
- e) Attends faculty workshops and/or other pertinent faculty functions.
- f) May participate in curriculum development and evaluation on an ongoing basis.



- g) May participate in or conduct research relevant to clinical, administrative, and educational aspects of nursing.
- h) May conduct workshops and continuing education for University faculty.

Recommendation #5 - The Task Force recommends that there be a letter of agreement including a job description between the employing agency of the joint appointee and Columbia University.

With regard to the second point, the task force discussed what reasons clinicians might have for desiring a joint appointment. We concluded that the likely candidate is a clinician who is interested in diversifying his or her interests and recognizes a professional obligation to contribute to nursing education. Realizing that most joint appointments will not receive direct reimbursement from the University, discussion developed as to the nature of the benefits or "perks" that could accompany a joint appointment. The following list of ideas was generated.

- a) special workshops in nursing education
- b) reimbursed parking
- c) access to the University's library facilities
- d) name in the school bulletin
- e) unofficial auditing of nursing courses
- f) invitation to graduation exercises
- g) access to doctorally prepared faculty as resources for research, education, clinical resources.
- h) division sponsored annual reception/dinner for J.A.'s
- i) invitation to all faculty workshops and School of Nursing functions
- j) opportunity to participate in various school committees.

Recommendation #6 The task force recommends that the above list of benefits be approved by the division and forwarded for demonstrative consideration.

With regard to the third point, the following mechanism for joint appointee nominations is proposed.

- a) The person must be formally proposed, usually by a faculty member.
- b) The CV and two letters of recommendation of the candidate will be directed to and screened by the Med-Surg division appointment and promotion committee which will make a recommendation to the chairperson of the division.
- c) The application will then be forwarded to the School of Nursing Committee on Faculty Appointments and Promotions which will make a recommendation.
- d) The Dean will act on this recommendation.
- e) If there is a decision favorable to the proposed candidate, a contractual letter of agreement will be developed.

- f) Most appointments will be made for one year with annual renewal, pending positive evaluation and continued need for services.

Recommendation #7 - The task force recommends that the mechanism be adapted for nominating jointed appointees.

One final note. The task force believes that the education of students should be the responsibility of full-time faculty, working in collaboration with joint appointees. Two primary objectives in many agencies in which students have clinicals are service to clients and education of students. Often the employee of the agency perceives his or her major commitment as service, not education. On the flip side, the students often are not adequately able to recognize the service priority of the agency in their intense efforts to meet their individual learning objectives. The result is an ongoing effort to maintain an appropriate balance between the agency's service objectives and the students learning objectives.

24 January 1983

Final Report of the Medical-Surgical  
Long Range Planning Task Force

The Medical-Surgical Long Range Planning Task Force met five times since its appointment in September 1982.

Projections for Numbers of Faculty Needed:

E. Mahoney                      Based on two years enrollment with four integrated preceptorships. The student numbers are 14-16 students per clinical per semester; Acute Care Concepts 14-16 Fall 1983, and Acute Care Adult 14-16 Spring 1983. (Please see attached sheets.) Three faculty with full-time responsibility for Acute Care Adult would be ideal; otherwise two-three with primary responsibility to ACA are needed.

The Pediatric Acute Care numbers are approximately six per clinical per semester; one and one-half to two faculty are needed. (Please see attached sheets.) Joint appointees should be considered for the clinical preceptoring.

M. Smith                      Considering Medical-Surgical faculty involvement in all courses over two semesters, it appears eight full-time equivalent slots are needed. The Dean has projected undergraduate student numbers at:

	<u>Students</u>
Fall 1983	180
Spring 1984	210
Summer 1984	120
Fall 1984	210
Spring 1985	180
Summer 1985	150
Fall 1985	210
Spring 1986	180
Summer 1986	120
Fall 1986	180
Spring 1987	180
Summer 1987	120

Each area (Med-Surg, Mat/Peds, Comm/Psych) assuming approximately one-third responsibility for clinical preceptoring of students.

Nine full-time faculty could cover undergraduate and graduate Acute Care.

E. Quinlan                      With the ANP/GNP increasing in numbers to 40 students including part-time, there is a need for four and one-half faculty with an increase of one faculty position to an eleven-month appointment so summer coverage is available.



Interview Schedule:

The committee revised the existing interview schedule to the format presently being considered by the Faculty Appointments and Promotions Committee. (See attached.)

Interview

The Committee suggested that the candidate be interviewed by:

- 1) an odd number (at least three)
- 2) a group
- 3) Directors of graduate and undergraduate programs
- 4) specific program director who has faculty opening

The Committee also felt student input should be considered.

Recruitment:

Sources for recruiting include: N.Y. Times, AJN, Doctoral Programs, Professional meetings, word of mouth, and unsolicited letters.

Interviews:

The Committee is presently involved in interviewing faculty for positions that are open.

Acute Care Adult - Statistics

Term	9/81				1/82				9/82				1/83				9/83				
	EDG				EDG				EDG				EDG				EDG				
	Status	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr
FT	10	5	4	4	4	'83	-	-	-	17	14	7	7	'84	-	-	21	-	8	8	'85
PT	9	6	4	4	2	'84	2	2	2	1	'85	20	10	6	5	'85	3	3	*6	5	'86
IP	0	0	0	0	2	'85	-	-	-	1	'86	3	2	1	1	'85	1	*1	4	1	'87
Total	19	11	8	8	2	2	2	2	2	40	14	4	4	2							
Special	0	0	0	0	3																

COMMENTS:

1 FT later took 10Ap 1 yr  
1 PT ('85) WD p 1 Semester

1 PT ENR was a Special  
Student 9/82

Term	1/84				9/84				1/85				9/85				1/86				
	EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG				
	Status	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr	App	Acc	ENR	#	Yr
FT							20		8			20		8							
PT	3	2	2	2	2	'87	16		6	5	'89	3		2	2	'88	16		6	5	'88
IP							4-6		4	1	'88						4-6		4	1	'89
Total		2							18	2				2					18		2
Special		3							3					3					3		3

COMMENTS:

Key: IP = Integrated Preceptor

App = Applicants

Acc = Accepted

ENR = Enrolled

EDG = Expected Date of Graduation

WD = Withdrew

\* = Pending Additional Data

Acute Care Adult - Statistics

Term		9/86			1/87			9/87			1/88			9/88		
Status	App	Acc	ENR	EDG		App	Acc	ENR	EDG		App	Acc	ENR	EDG		ENR
				#	Yr				#	Yr				#	Yr	
FT	20		8					8			20		8			
PT	16		6	5	'89	3		6	2	'90	16		6	2	'91	5 '91
				1	'90									1	'91	1 '92
IP	4-6		4					4			4-6		4			4
Total			18					2					2			18
Special			3					3					3			3

COMMENTS:

Key: IP = Integrated Preceptor  
App = Applicants  
Acc = Accepted  
ENR = Enrolled  
EDG = Expected Date of Graduation  
WD = Withdrew

\* = Pending Additional Data



Adult Primary Care - Statistics

Term	1/82				9/82				1/83				9/83				1/84			
	EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG	
Status	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr
FT	0	0			69	16	12	10 '84	2	2	2	2 '85	?	16	10	10 '85	?	2	2	2 '85
								*1 '85	5	4	4	2 '85								
PT	6	1	1	1 '84	8	6	3	3 '85				2 '86	?	4	4	4 '86	?	4	2	2 '86
Total	6	1	1		77	22	15		7	6	6		20	14			6		4	

Special

COMMENTS:

1 FT WD  
1 FT LOA

Term	9/84				1/85				9/85				1/86				9/86			
	EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG		EDG	
Status	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr	App	Acc	ENR	# Yr
FT	16		10	10 '86	2		2													
PT	4		4	4 '86			2													
				'87																
Total	20		14		6		4													

Special

COMMENTS:

Key: App = Applicants  
Acc = Accepted  
ENR = Enrolled  
EDG = Expected Date of Graduation  
WD = Withdrew

\* = LOA (Leave of Absence)

Gerontological NP - Statistics

Term	1/82			9/82			1/83			9/83			1/84		
Status	App	Acc	ENR	EDG #	Yr	App	Acc	ENR	EDG #	Yr	App	Acc	ENR	EDG #	Yr
FT			0			13	3	1	1	'84	2	0	4	2	0
PT	1	1	0			2	1	0			4	0	4	1	1
Total														3	1
Special															

COMMENTS:

Term	9/84			1/85			9/85			1/86			9/86		
Status	App	Acc	ENR	EDG #	Yr	App	Acc	ENR	EDG #	Yr	App	Acc	ENR	EDG #	Yr
FT	4	4	2			1	1	1							
PT															
Total															
Special															

COMMENTS:

Key:      App = Applicants  
         Acc = Accepted  
         ENR = Enrolled  
         EDG = Expected Date of Graduation

## COLUMBIA UNIVERSITY NURSING CONSORTIUM

## DUAL APPOINTMENT

Responsibilities of University Faculty Clinical  
Appointee and Clinical Facility AppointeePhilosophy and Purpose

Each of the member agencies of the CUSN Consortium is unique in its provision of health care and operates within certain boundaries or limits. An individual will hold primary appointment in one agency with appointment and responsibility in another CUSN Consortium agency.

A partnership of the Consortium members provides opportunities to exceed those boundaries through unified effort to achieve shared goals of excellence of nursing practice and exemplary health care.

This partnership of service and education is demonstrated most effectively through the concept of dual appointments based upon reciprocal respect, shared resources, and mutual goals. The benefits of the dual position to the individual faculty or service member are delineated in this document. Benefits to the agencies and consumers of health care are implicit.

Agency Commitments

Titles are consistent with the specific agency, faculty, or staff bylaws or employment policies and procedures. Salary and space allocations are negotiated on an individual appointment basis. Annual evaluative review is done to continue the appointments.

The nursing service agency and the University provide opportunities for the dual appointee to fulfill full professional functions of service, education, and research. Generally, those with primary appointment in nursing service agencies benefit from the opportunities for course and curriculum development and implementation, research and library resources, and academic recognition for preceptor activity. Those with primary appointment in the University benefit from the opportunities to assure high quality nursing care, to maintain clinical competence through direct service, and to conduct clinical nursing research.

Clinical Facility Appointee

The clinical facility appointee has primary responsibilities in the clinical agency and participates in a variety of academic endeavors with the University. The clinical facility appointee will abide by the philosophy, policies, and procedures of the University while participating in these endeavors.



Based on the time allocated to the University, the clinical facility appointee may be involved in the following areas by mutual agreement:

1. Interpret goals and plans of clinical facility appointee role to Agency and University personnel.
2. Provide clinical instruction, supervision, and evaluation of performance based on course objectives.
3. Participate in course and curriculum development and implementation.
4. Collaborate with faculty in assessing learning needs and planning the overall student experiences.
5. Interpret specific objectives, learning experiences, and level of students to Agency staff.
6. Act as a role model by delivering and evaluating direct nursing care to selected patients and families.
7. Initiate and participate in research.
8. Provide consultation in relation to clinical specialty and/or management expertise.

#### University Faculty Appointee

The University faculty appointee has primary academic responsibility for education and service and participates in a variety of clinical patient care activities with clinical privileges within the agency. While practicing within the clinical facility, the University faculty appointee will abide by the philosophy, policies, and procedures of the agency. Based on time allocated to the agency, the University faculty appointee may be involved in the following areas by mutual agreement:

1. Interpret goals and plans of University faculty appointee role to agency and University personnel.
2. Collaborate with selected agency staff in developing and conducting educational programs.
3. Provide direct patient care to patients.
4. Plan and conduct inservice and continuing education programs.
5. Engage in management functions as appropriate.
6. Develop and participate in clinical research.
7. Participate in developing, implementing, evaluating, and communicating standards of nursing practice, procedures, and policies.
8. Provide consultation in relation to specialty.

COLUMBIA UNIVERSITY LIBRARIES



0073043400

